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ABSTRACT

Based on data gathered from 26 Washington community colleges for fall 1979 through fall 1981, this four-part report presents a series of tables providing information on enrollments, students, faculty, and courses in 13 humanities program areas; i.e., anthropology, art history, English as a second language, ethnic studies, foreign languages, history, humanities and social sciences, literature, music history, philosophy, political science, social science, and sociology. After chapter I explains the purposes and limitations of the report and its data sources, chapter II compares data for the 3 years by college and program area with respect to annual full-time equivalent (FTE) enrollment; enrollment distribution among the colleges; number of FTE faculty; and student/faculty ratios. Chapter III lists all of the humanities courses offered by the colleges by program area. For each course, tables indicate division/department, course number and title, credit hour equivalence, enrollment, percent of instructor workload devoted to the course, and the name and status of the instructor. Finally, chapter IV profiles the students enrolled in the program areas during fall 1979 through fall 1981 in terms of average age; sex; percent attending days, on-campus; average credit load; and educational intent. Instructions for interpreting the data begin each chapter. The appendix explains the system used to categorize courses. (KL)

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Community College Enrollment In the Humanities

Fall Quarter 1979 - Fall Quarter 1982

Funded by the

National Endowment for the Humanities

Prepared by the

Washington State Community College Humanities Project

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COMMUNITY COLLEGE ENROLLMENT IN THE HUMANITIES

1979 - 1982

A REPORT

BY

THE WASHINGTON STATE COMMUNITY COLLEGE HUMANITIES PROJECT

PREPARED FOR

STATE BOARD FOR COMMUNITY COLLEGE EDUCATION

JOHN N. TERREY, EXECUTIVE DIRECTOR
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FUNDED BY THE NATIONAL ENDOWMENT FOR THE HUMANITIES

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The results of the COMPAS project are offered in hopes they will meet the needs of a variety of individuals. The following is a partial list of those so identified:

* College faculty who wish to reexamine their own teaching and philosophy of learning.

* Groups of college faculty who wish to work co-operatively to improve teaching/learning.

* College administrators interested in faculty development.

* College curriculum officers interested in alternative programs for beginning college students.

* Academic officers who are interested in inter- or intra-faculty cooperation.

We know the descriptions offered here cannot adequately serve such a wide audience. If additional information is needed, please contact any individual connected with the project for more specific information. The list provided on the inside front cover should allow you to receive the information you need quickly.

Finally, I would like to thank all of those who were in some way involved in project COMPAS. Many students, courageous faculty and understanding administrative personnel should be commended for their participation and encouragement. In addition, those who devoted extra time to the construction of this text--thank you for your efforts. And finally, we acknowledge the Fund for the Improvement of Post Secondary Education, without whose support this project would not have been possible.

Thomas Campbell
COMPAS Project Director
Illinois Central College
1982

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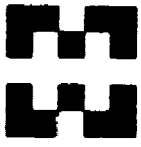
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A BEGINNING





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Over the years, we periodically selected new texts, assuming that someone, somewhere was doing a better job of teaching and stimulating his or her students than we were. All these techniques brought some success, but generally we felt little better about our teaching. Although they are important and do improve instruction, these changes now seem rather superficial. As we reflect on them, each provided us invaluable experience in our search for change.

Specifically, these innovations demand that the teacher change, but require little active participation from students. In short, the teacher is generally doing most of the work in the classroom, while the students often become passive recipients of the content conveyed by the teacher. As Robert Fuller, a physicist at the University of Nebraska-Lincoln, has said, these instructional methods perpetuate the feedlot philosophy of education. Teachers keep filling the trough with knowledge (corn), expecting the students to learn (eat) more and more until they are smart enough (heavy enough) to leave and find their places in the world.

...the students often become passive recipients of the content conveyed by the teacher ...the feedlot philosophy of education.

According to this philosophy, the teaching of content is paramount, the process of filling an essentially empty mind with all kinds of miscellaneous data: numbers, words, dates, formulas, causes, effects, and the like. Rarely are students asked to apply or integrate what they have learned in a realistic context; they quickly find that memorization will provide success in passing exams. As a result, students develop sophisticated oral skills which convince themselves and their teachers that everything memorized and regurgitated is worth knowing and applicable.

IN PURSUIT OF PIAGET

As we continued our study of learning, we began exploring the work of Piaget and others, trying to find something from their research which could be applied to college students. Like Piaget, we began to query students about why they were or weren't able to internalize

and grasp concepts. When we talked sincerely to individual students, we discovered why they could not grasp the major ideas presented in many of our lectures: the students seemed to lack a basic background in the concepts. Many physics students had difficulties in completing simple electrical circuits because they had never taken a light bulb apart. During frank discussions, the English instructor found his students couldn't write classification papers because they didn't really know how to classify.

Working together, reviewing our experiences, and studying Piaget, we realized the need for a new and different view of the teaching/learning process. We recognized that students must share similar concrete experiences before being introduced to new concepts. Thus, we teachers must become relatively passive, and the students must become actively involved in the classroom. Instead of memorizing broad generalizations formulated by the teacher, the students arrive at their own preliminary conclusions after evaluating concrete experiences set up by the instructor.

...instead of memorizing generalizations ...students arrive at their own...conclusions ...

For example, when this methodology was utilized to teach the concept of diminishing returns in economics, the teacher began the instruction with a specific experience which all the students could share. At the front of the classroom, he placed a small table with a stack of plain white paper and several pencils. Next, he called one student to the table to make "widgets," hypothetical products made by folding the paper in a prescribed manner and drawing an X on it. As the class recorded the number of widgets made per minute, more and more students came forward to the table to make them, and the number of products produced within a minute rose considerably. However, after a certain point, when too many people were trying to make widgets at the same time and at the same table, the total production began to fall.

In short, the students themselves had explained and illustrated the concept which their teacher wanted them to know.

When the time came for a test, the students did not have to recall some abstract definition of diminishing returns; they could explain the concept based on their concrete experience with it in the classroom. They could function with the concept because their "knowing" was not based on memorization but a real concrete experience.

In a sense, this example from an economics class illustrates how we have tried to reorient our instruction. When human beings learn outside the classroom, they do so by grappling with puzzling concrete situations and come to their own conclusions after participating. Throughout the first few years of elementary school, teachers use a great deal of similar hands-on instruction, but by about fourth or fifth grade most teaching becomes abstract and passive. Apparently, someone decided that at this point students are capable of grasping knowledge without reference to shared concrete experience and of understanding abstract concepts formulated or discovered by someone else, teachers, researchers, or authors.

...their "knowing" was not based upon memorization but a real concrete experience.

As a result, after about third grade, school becomes boring because all the life, the real experience, has been squeezed out of it. What often remain are the broad abstractions printed in textbooks. Without the correct prerequisite set of experiences, however, many students quickly gain success through memorization. This technique clouds the internalization process and hinders students' ability to use concepts in new situations.

THE LEARNING CYCLE

For assistance in adapting Piaget's developmental model, we turned to Robert Karplus' instructional technique called the Learning Cycle, which involves the careful selection and presentation of content. According to Karplus, a Berkeley physicist, our first task was to look at our individual courses and decide what was needed for the internalization of a concept, what common experiences our students have had and which ones need to be provided, and how we could design a classroom atmosphere to produce openness and interaction.

With these questions in mind, we began to create a Learning Cycle with three distinct parts.

1. We designed a concrete exercise for presenting a concept, like the one used to teach diminishing returns in economics. Students were asked to analyze that situation and to draw some kind of conclusion from the shared experience of making widgets.

2. Following this exploration stage, we held a discussion based upon the shared concrete experience in the first step, something which might be called concept development. At this point the students had the opportunity to discuss their reactions to the situation and to explain their responses, right or wrong. Because the students had the chance to speak out, the teachers had a clear understanding of why students were or were not learning. At the same time, students were more prepared, more motivated for the discussion about the concept.

3. The final step involved some kind of application of learning -- the students were asked to apply what they had learned in a new situation rather than to respond to the typical true/false or multiple choice exam.

For instance, in a physics class the teacher began a unit on normal distribution with an experiment in which students recorded where steel balls landed after rolling down a tube and falling on a sheet of graph paper. After the discussion of this experiment, the students demonstrated their knowledge of normal distribution by measuring the size of leaves or the circumference of eggs and recording that data as they had done with the balls.

...almost all ... teachers can apply these methods to their own instruction.

Obviously, almost all classroom teachers can apply these methods to their own instruction. In fact, Learning Cycles have been written for all these courses: literature, composition, history, sociology, psychology, physics, mathematics, philosophy, political science, geography, and chemistry.

The learning cycle is relatively easy to adapt to certain areas like the sciences because concrete experiences are readily available, while they are difficult in philosophy and literature because the exercises are not readily available and are hard to imagine. However, these abstract subjects are just the ones needing specific, hands-on experiences for students to understand the concepts.

As teachers try to cover more material each year, partly because of the information explosion, they are forced to be more and more general; consequently, the students must deal with an increasing stream of abstractions. They have little or no opportunity to grope through concrete experiences and arrive at their own conclusions.

...the change to a passive role in the classroom was psychologically difficult for us who had always thought that good teaching and lecturing were synonymous.

SECOND THOUGHTS

Such changes in our teaching and in our students' learning did not come without struggle. For instance, we had to sacrifice content. It obviously takes much longer for a teacher to design an experiment for students in economics than to lecture about the concept of diminishing returns. Since students needed time to grope through the specifics and arrive at their own conclusions, some content had to be left out. As a result, we became haunted by fears of guilt: Would our students suffer from the gaps we were leaving in their education? How could they ever live happy, successful lives without knowing about the Elastic Clause or memorizing Newton's laws of motion? Moreover, the change to a passive role in the classroom was psychologically difficult for us who had always thought that good teaching and lecturing were synonymous. Without the lectures, it became difficult to anticipate what would happen each day in class. Students began asking questions which we could not answer, and we often had to admit our ignorance.

But teaching became exciting again. With this new method, the class structure was less rigid than in a lecture setting.

The first step in the Learning Cycle is inductive and appears very similar to discovery learning, but the teacher establishes parameters to prevent the class from moving into irrelevant matters common to discovery learning. This controlled openness required us to accept some noise, movement, and other minor disturbances in the classroom as well as group work, raising still more questions. When students learn together, are they doing their own work? Is group learning valid?

ACROSS THE DISCIPLINES

As we said before, the learning cycle can be used in a single classroom, but it is much more effective in a program involving several faculty and a number of courses from several disciplines. When a group of teachers work together, they provide support for each other, sympathizing with each other's problems and offering constructive criticism. Meeting on a weekly basis, we found that the historian, for example, received more productive ideas from the physicist than from colleagues in history. Because of their broad and deep understanding, individuals within a discipline are often unaware of problems which a bright colleague in another discipline can easily detect.

Group work also allowed us to see where the curriculum was out of focus: the math instructor was not teaching certain skills early enough so the students could use them in physics. Or the sociology teacher was asking for certain kinds of writing which the English teacher would not cover for another semester. As a result, we realigned our courses so they complemented rather than contradicted each other. This analysis of the curriculum allowed us to see and limit repetition and voids in the content, taking advantage of the repetition where helpful, and filling voids where needed.

...we have experienced a new excitement in our teaching.

A BEGINNING

We are still frustrated, but we don't feel burned out. Rather, we have experienced a new excitement in our teaching, not only individually,

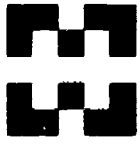
but collectively. We believe the techniques discussed here can offer a fundamentally different way of reviewing the teaching and learning process. This approach can assist individual teachers by revealing a unique set of ways to assist student learning. Moreover, the method can provide a basic format for allowing instructors from different disciplines to discuss mutual concerns. We are not suggesting these techniques are the answer -- only a workable alternative and a worthwhile beginning.







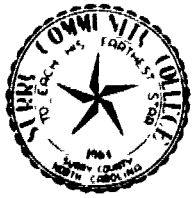




2

PROJECT HISTORY





DOORS, COMPAS, AND PIAGET

The principal goal of education is to create men who are capable of doing new things, not simply repeating what other generations have done.

-- Jean Piaget

The community college movement in America resulted from a need to provide post-secondary education for more people. These colleges have attracted large student bodies and energetic faculties. On the average, however, the students who enter college transfer programs at local community colleges are not as prepared for baccalaureate work as students entering four-year colleges and universities. To further complicate matters, neither curriculum design nor teaching styles and techniques utilized by community college faculty differ significantly from those found at four-year colleges and universities.

...a program to assist 'high risk'...students to become successful in their college work.

The DOORS (Development of Operational Reasoning Skills) Program was designed to address the problem of low-level reasoning abilities of incoming community college freshmen. Through the support of a grant received from the Fund for the Improvement of Post-Secondary Education (DHEW) in 1976, courses were developed, which together formed a core program, to assist undecided majors and/or "high-risk" community college students to become more successful in their college work.

The project began with an intensive two-day workshop, "Teaching and the Development of Reasoning," led by ADAPT (Accent on the Development of Abstract Processes of Thought) faculty at the University of Nebraska-Lincoln. This workshop was held during the summer of 1976, and introduced the DOORS staff to the basic ideas of Jean Piaget and how his work can be applied to college teaching.

During the fall semester of 1976, the DOORS staff (six teaching faculty and director of counseling) met in a weekly seminar to discuss both the scope and direction of the DOORS project. Although the project was to be patterned after the ADAPT program in Nebraska, the needs of community college students were perceived to be much different. Whereas the Nebraska program required all ADAPT students to enroll completely in the program for an entire year, the DOORS faculty felt this model would not suit the target DOORS population.

After considerable discussion, it was decided the program would be one semester in length and students would be required to enroll in both DOORS English and DOORS Mathematics and then select at least two additional DOORS courses from the following choices: economics, sociology, history and physics. The predicted target population for this program had the following characteristics:

1. Beginning students with undefined career goals,

2. Beginning students with average to just-below-average high school academic records/classwork,

3. Older, returning students who were beginning their college careers.

The weekly seminars proved very productive. At each session, staff members discussed their specific learning cycle plans. As these were presented, other faculty would respond with constructive criticism. The result was two-fold. First, participating faculty felt pressure to continue developing curriculum materials which were parallel with Piaget's model. Second, an interpretation of the content (each knowing what the other had planned) and reasoning required for each classroom experience was a natural occurrence. Through much interaction, a rearrangement of the order of topic presentation by each staff member produced a cohesive curriculum.

...an interpretation of the content and reasoning required for each classroom experience was a natural occurrence.

The DOORS program was first offered to Illinois Central College students on a trial basis in January, 1977. The new program initially attracted a small number of students. However, this slow start allowed the project faculty an opportunity to experiment with newly-developed classroom materials.

During the summer of 1977, the DOORS staff again utilized the seminar method to review and revise their curriculum materials. Through their experience, they realized they were not integrating the DOORS content to make the program interdisciplinary. In reviewing the experience in detail, they realized the program was really "inter-skill" and should be integrated through the parallel use of or emphasis on reasoning skills. Again a thorough review of the materials revealed that this was a most satisfactory method for interrelating various disciplines.

...they realized the program...should be integrated through the parallel use of or emphasis on reasoning skills.

To expedite this reorganization, the DOORS staff identified several major thinking skills basic to the six disciplines; then these skills were arranged in a natural ascending order. Each of the DOORS classes was then redesigned to emphasize these common thinking skills concurrently. Thus, all the DOORS classes emphasize the same skill at the same time in the semester. A brief outline showing this skill identification and emphasis schedule for the first seven weeks of the semester is shown on page 14.

In the fall of 1977, the second DOORS program was offered to thirty-two students. During the semester, each course and the reasoning abilities utilized were carefully monitored. New topics were introduced via these selected skills, which allowed DOORS students to utilize them in at least three classes simultaneously.

The DOORS program has experienced several changes since 1977. Some faculty have left the program and been replaced by new individuals. These personnel changes have necessitated a revision of the courses offered in the program. The English composition course is the only original course that continues to be offered.

The other original courses -- economics, sociology, history, physics, and math -- have been replaced by an introductory social science course (1978), political science (1981), and philosophy (1981). With the reduced number of courses offered, a student now is required to register for only two courses to be classified as a DOORS student.

COMPAS EMERGES

The original idea for COMPAS (Consortium for the Operation and Management of Programs for the Advancement of Skills) grew out of the success and experiences of the DOORS Program at Illinois Central College, and the interest expressed by other community colleges in starting similar programs. The plan called for assisting six additional community colleges in the development of DOORS-type programs. The six colleges involved were: William Rainey Harper College (Palatine, IL), Prairie State College (Chicago Heights, IL), Joliet Junior College (Joliet, IL), Surry Community College (Dobson, NC), Community College of Allegheny County (West Mifflin, PA), and Seminole Community College (Sanford, FL). Illinois Central College (East Peoria, IL) would serve as the resource base for the project.

A grant proposal submitted to the Fund for the Improvement of Post-Secondary Education (FIPSE) for this project was approved in 1979. The proposal called for a two-year project to develop and teach core courses in a freshman program that would emphasize the development of basic cognitive skills. A major goal of each program was to improve the reasoning abilities of the students and, thus, assist them in more successfully pursuing their post-secondary educational goals. Each of the six community colleges involved in the consortium was to receive assistance from the DOORS faculty at Illinois Central College. The programs were to be tailored to meet the specific needs of the individual site colleges, but would retain several features of the DOORS Program: Piagetian-based, designed for entering freshmen, and including some of the DOORS content areas.

...a two-year project to develop and teach core courses in a freshman program that would emphasize the development of basic cognitive skills.

The consortium began with an initial two-and-one-half day workshop for all project personnel. The workshop, conducted by the DOORS faculty, was held at Illinois Central College in December, 1979. This workshop consisted of eleven modules designed to involve each teacher in individual and interactive activities. Together, the activities would serve as an introduction to Piaget's ideas and to their usefulness for developing reasoning abilities, and an aid in the understanding of students' basic abilities. All workshop participants were encouraged to apply their own valuable experiences as college teachers to the improvement of college teaching.

The last half of the workshop concentrated on applications of the Piagetian model. Using this model, individual instructors worked in small groups to plan, write and present a lesson from their discipline. They were assisted by the DOORS faculty. This activity served not only as a valuable experience in applying the cognitive model, but also as a model for faculty to use at their campuses in reviewing and revising lesson materials. Non-teaching personnel (counselors/evaluators) from each site college met with DOORS personnel to discuss student selection, screening and testing procedures. The site directors left the workshop with a commitment to develop a local program which would begin in the fall of 1980.

In seminar settings... classroom materials were developed, and by the fall semester, all sites had instituted a new, cognitive-based program for incoming freshmen.

Individuals participating in the site programs began to meet at their respective colleges during the spring of 1980. In seminar settings, instructors developed classroom materials as well as a structure for an overall program. They also had to gain institutional cooperation and support for their program. The DOORS faculty visited each of the six campuses during the spring of 1980 to assist in these tasks. The recruitment of students for the programs took place during the summer, and by the fall semester, all the sites had instituted a new, cognitive-based program for incoming freshmen.

Reasoning Skill Identification

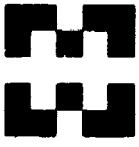
Week	English, History, Sociology	Math, Economics, Physics
1.	Observation (identification of variables)	Observation (identification of variables)
2.	Description (describing variables)	Description (describing variables)
3.	Comparing or Relating (comparison and contrast)	Comparing or Relating (graphing)
4.	Comparing or Relating (comparison and contrast)	Inferring (graphing)
5.	Classification	Classification
6.	Classification	Separation and Control of Variables
7.	Summary	Hypothesis Statement
8.	Cause and Effect	Separation and Control of Variables
9 - 15.	More Advanced use of Skills	More Advanced use of Skills







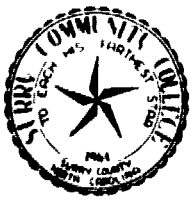


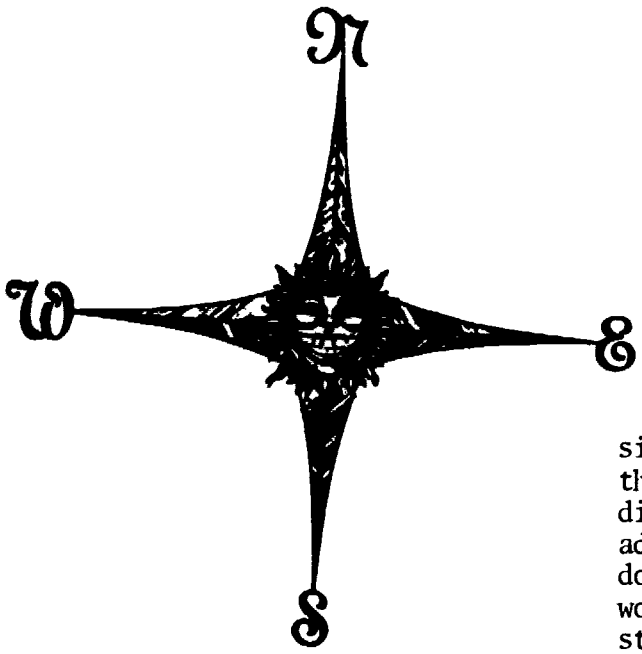


3

SITE REPORTS







In addition to Illinois Central College, six other community colleges participated in the COMPAS program. Because these schools differed in their site characteristics and administrative structure, each had the freedom to develop a Piagetian-based program that would fit its individual needs. The only restriction was that the Learning Cycle had to be incorporated into teaching methods used in the classroom. Illinois Central College served as a resource and guide whenever a school encountered any problems.

This chapter will describe the implementation, procedure, and program developed at each of the seven schools. It is divided into five major sections:

1. Site Characteristics
2. Administrative Support
3. Program Design
4. Recruitment of Students
5. Maintaining the Program

Throughout the chapter, each of the seven schools will be denoted by its school logo.

ALLEGHENY COMMUNITY COLLEGE - LIFT Program
HARPER COLLEGE - PATH Program
ILLINOIS CENTRAL COLLEGE - DOORS Program
JOLIET JUNIOR COLLEGE - STEPPE Program
PRAIRIE STATE COLLEGE - RISE Program
SEMINOLE COMMUNITY COLLEGE - STARS Program
SURRY COMMUNITY COLLEGE - CREATE Program

This chapter organization can be used in two different ways:

1. If readers want to follow the development of a program at one school, they can read the material denoted by the appropriate school logo in each section.

2. If this chapter is read in normal fashion, the experiences of the different schools in developing their programs can be compared.

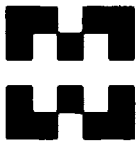
SITE CHARACTERISTICS

The schools in the COMPAS program differed considerably in location, economic profile of area, student enrollment, and student profile.

The South Campus of the Community College of Allegheny County is one of four campuses making up the college system. Each campus is autonomous, with a central administrative staff. The geographic area of South Campus is the suburban area on the south side of Pittsburgh, PA, and the 200-acre campus is situated in the borough of West Mifflin. This area is often called "Steel Valley" because of the heavy concentration of steel-making industries in the area.

The South Campus is but one of four campuses which together serve the greater Pittsburg area.

The campus began in 1968 with mostly college transfer programs, but in recent years there has been a large increase in vocational and technical offerings. At present, about 50% of the students graduate with career degrees. The college's present enrollment is 2,369 full-time equivalent, made up of 1,478 full-time and 2,217 part-time students. Classes are held during the day, evening, and on Saturday mornings. The average student age is 27.6.



Located in the northwest suburbs of Chicago, WILLIAM RAINEY HARPER COLLEGE, Palatine, IL, serves four local townships and an independent unit high school district. Characterized as a middle class to affluent area, the college district is the site of a growing number of small and medium-sized industries and businesses. In addition, the headquarters and/or research and development divisions of a large number of national corporations are located within the district. The median 1979 income for families in the district was $30,000, while the average 1980 income of parents of dependent students was $29,000.

William Rainey Harper College...located in the northwest suburbs of Chicago...serves four local townships...

Harper College offers the first two years of transfer or pre-professional education (54% of declared majors), as well as certificate and degree programs in the technical-vocational areas (46% of declared majors). Continuing education courses and programs (credit and non-credit), Adult Basic Education, ESL, and GED complete the college's offerings.

In fall 1981, the total student enrollment was 22,394, with 19,509 of these students taking credit courses. The number of full-time equivalent (FTE) students is 8819, with 8470 of these enrolled in credit courses. The average age of a traditional credit student is 26½, with 37% of these under 21 years. The majority (56%) of Harper students are female, while only 4% of the traditional credit population are members of minority groups (Latino or Mexican-American, 1.6%; Asian-American, 1.6%; Black American, 0.5%; and Native American, 0.3%). 65% of the traditional credit students are part-time.



ILLINOIS CENTRAL COLLEGE, located in central Illinois, is comprised of most of Peoria, Woodford and Tazewell counties, along with portions of five other counties. The community college district encompasses a little more than 2,000 square miles, thus making it one of the largest districts in the state. The area enjoys a good balance between agriculture and farm-related businesses, and industry, both heavy and light.



Peoria, the largest metropolitan center in the district, serves as the international headquarters for Caterpillar Tractor Company, by far the largest single employer in the area.

The college offers a wide variety of programs and courses. The fall 1981 semester showed an enrollment of close to 15,000 students (6400 FTE). Approximately 40% of these were enrolled in transfer-degree programs. The remaining 60% were pursuing one of the 39 Associate in Applied Science Degrees, or 48 certificate programs.

Illinois Central College...located in Peoria...serves a 2000 square mile district...one of the largest in Illinois.

The student population accurately reflects the economic and geographic characteristics of the district, in that there is a balance between those that live in urban areas (Peoria, East Peoria, and Pekin) and those that reside in rural areas. Approximately 10% of the student body is classified as minority students.

JOLIET JUNIOR COLLEGE is the oldest public junior college in the United States. The main campus is located in Joliet, IL, about 39 miles southwest of Chicago. Most of the 1442 square miles it serves consists of rich farmland. The population of over 325,000 people served by the college consists of mostly blue-collar workers in the many industries in the area. Because Joliet is close to Chicago, many residents commute to the businesses and offices there.



There are 25 high schools in the college district. The college enrolls nearly 10,000 students, 4,095 full-time equivalent. The percentages of male and female students are equal, 50/50, with more married students than single ones. The average age of the students at Joliet Junior College is 27 years 4 months. The number of part-time students is 2.5 times the number of full-time students. Of those enrolled, 29% are taking transfer (baccalaureate) courses, 64% are taking career courses, and 5% are taking general studies courses.

Joliet Junior College... the oldest public junior college in the United States...is located in Joliet, IL.



Prairie State College Chicago Heights... located in south suburban Chicago... serves both the wealthy and the poor from within its district.

PRAIRIE STATE COLLEGE is located in Chicago Heights, a community in the south suburban Chicago metropolitan area, approximately 25 miles south of the Chicago Loop. There are sixteen organized municipalities within the college district, which is unique in that it has the fourth wealthiest (Olympia Fields) and the second poorest (East Chicago Heights) within its boundaries. The population of the district is close to 200,000, with almost 5% of the families falling below the $3,600 poverty level defined by the 1970 Census figures. The population of the district can be described as diverse, growing, and everchanging and seems to reflect all the strengths and weaknesses inherent in the nation.

The educational level of the district also reflects this diversity. Twenty-one percent (21%) of the total population in 1970 had no high school education, while 63% were high school graduates or above.

The fall of 1980 saw an increase in the student population at Prairie State College as well as an increase in credit hours generated. In fall 1981, there was also an increase of about 5% from the previous fall. Fifty-two percent (52%) of the credit-hours generated were in the transfer program, 46% in the vocational program, and 2% in the general interest and continuing education area. Prairie State is similar to other two-year colleges in that 27% of the students are full-time, while 73% are part-time.



SEMINOLE COMMUNITY COLLEGE, a member of the Florida State System of public community colleges, opened in 1966 to serve as the only institution of higher learning in Seminole County. During the academic year 1980-81, the college had an FTE enrollment of over 3,000 in the A.A. program. The college is a comprehensive one, offering programs in technology, vocational, adult high school, and continuing education. Head count in all these areas during 1980-81 was 21,000.



According to the U.S. Census, Seminole County, the third smallest county in land area in Florida, had a population of 83,692 in 1970, 16.8% of whom were black. However, with rapid urbanization, Seminole County has become one of the fastest growing counties in the nation. The Bureau of Economic and Business Research at the University of Florida estimates the population in 1973 at over 124,000, of whom 11.5% were black. Projections indicated that by 1980 the population of the county would be 134,600. Actual figures for 1980 show that over 180,000 people now reside in the county.

Seminole Community College...the only institution of higher learning in Seminole County...serves one of the fastest growing counties in the nation.

The college is located in the geographic center of an area undergoing a radical change in its basic character. Traditionally, Seminole County has been a rural, agricultural area. The recent population explosion in Central Florida, due primarily to the opening of Walt Disney World, has left low-income families, especially minority ones, in a cultural lag. Families who have for generations earned their livings from the land have been displaced. Farming has given way to the newer, more urban industrial-business community and its needs.



Surry Community College... serves Surry County, North Carolina...where many students are first in a family to attend college.

SURRY COMMUNITY COLLEGE is located in rural Piedmont, NC. Dobson, NC, is the county seat of Surry, a county of 50,000 residents. Significant area industries are textile and furniture manufacturing and tobacco farming.

The family background of Surry's students ranges from wealthy to poor. Family incomes place the average Surry Community College student in the lower middle class to upper lower class sectors of society. The vast majority of SCC students are the first in their families to go to college. Sixty percent (60%) of their fathers never finished high school, and half of those never finished grade school.

Surry Community College has a student population of over 1700 FTE in curriculum classes. Of these students, 42% are transfer, 39% are technical, and 19% are vocational.



Surry enrolls 5,000 students, including Continuing Education. The college enrolls more than 50% of the high school graduates in the county. This has been consistently the highest rate in North Carolina and one of the highest in the United States.

The student body is composed of 61% female and 39% male. Minorities make up only 7½% of Surry's students. Fifty-four percent (54%) of the students in curriculum courses are full-time, and 46% are part-time.

ADMINISTRATIVE SUPPORT

The COMPAS program evaluator found that the support and encouragement of the administration were important for a successful program. The support could come in various forms, but some type of commitment was needed.



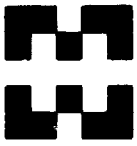
The college administrative structure is typical of a deanship model. Departments elect their chairpersons, who serve two-year terms. The college and faculty have a collective bargaining agreement in which the chairperson is not considered an administrative position. The chairpersons report to three division Deans: they, in turn, report to the Dean of Instruction, who reports to the Executive Dean, which is the highest position on each of the four campuses. These Executive Deans also serve as system-wide vice-presidents reporting to the system President at the Central College Administrative office.

Most support was in the form of secretarial assistance, a liberal printing budget, and cooperation in scheduling.

Although the administration supported participation in the project, there was little direct financial support. Most support was in the form of secretarial assistance, a liberal printing budget, and cooperation in scheduling. Direct financial support for the project came from the outside funds. In the past, campus budgets have been extremely tight for any faculty development. The administration felt that the project might develop a mode for faculty interaction and improvement to be used later with other faculty.

Most faculty chose to devote their time to the project on an overload basis, instead of a released time basis. Since most usually taught an extra class, the project was able to replace the class.

Considered multidisciplinary, Harper's PATH program was administered by the Dean of Educational Services. Decisions regarding released time for program faculty were made by the Vice-President of Academic Affairs in consultation with the Deans of Educational Services and Instruction. Periodic formal and informal reports on the progress of the program were given to these administrators, as well as to the college President, the Associate Deans of Counseling, and the academic divisions. During the summer of 1980, prior to the start of the program, a mini-workshop on the purposes and methodology of PATH was held for all administrators.



The college provided... indirect support in the form of secretarial services, duplicating, mailing expenses, and purchase of some supplies was readily available.

The college provided no direct financial support for the program, but indirect support in the form of secretarial services, duplicating, mailing expenses, and purchase of some supplies was readily available. In addition, the college gave program faculty released time during the summer of 1980 so they could assist with student screening and recruiting. Additional released time was given in the fall of 1980 while the program was in progress.

A counselor was a vital part of the PATH staff. Besides teaching a course in the program, she served as academic and personal counselor for PATH students, and her assistance during the recruitment phase was invaluable. A mini-workshop concerning the purposes and methodology of the program was held for all Harper counselors during spring 1980. Because of this, the counselors were most helpful in identifying local high school seniors who they thought might benefit from the program. They also invited the PATH staff to attend local college nights and accompany them on recruitment visits to area high schools.

External funding for the DOORS program ended in 1978. Since that time, the program has continued with only minimal institutional support. The college has provided money to cover the cost of mailing and printing brochures. For the past two years, the director of the program has been given $100 to cover expenses incurred for informal gatherings of students and faculty. Materials needed for the classroom are purchased out of the teachers' department budgets. The college administration has provided a great deal of moral support and, on occasion, has subsidized travel requests by the DOORS faculty.

The college administration has provided a great deal of moral support and, on occasion, has subsidized travel requests by the DOORS faculty.

The original DOORS faculty received released time for the development of classroom materials and course content. Over the past few years, new teachers and courses have been added to the program. These instructors have developed their materials without the benefit of released time. Also, since the expiration of the original DOORS grant, the program director has not received any released time.

Direct support from counseling, which is vital to the success of the DOORS program, has been reduced since the first year of DOORS. Changes in counseling personnel and communication factors have contributed to this problem. To improve this situation, a concerted effort is underway. It is hoped that by the fall 1982 semester, a counselor will take an active role in the program and provide extensive assistance in the student recruitment.

At the time the STEPPE project was implemented, the administrative structure at Joliet consisted of the President of the college, the Vice-President for Instruction, the Dean of Arts and Sciences, and the department chairmen. The site director, who is also Chairman of the Physical Sciences Department, worked with the other department chairmen in scheduling courses and with the Dean in scheduling released time for project staff as well as project courses. Financial support from the college was very limited and consisted mostly of providing secretarial and clerical help as well as supplies.

Each teacher was given three hours released time to prepare materials and develop learning cycles.

Released time was given to the project faculty during the spring semester before the courses were offered. Each teacher was given three hours released time to prepare materials and develop learning cycles. The counseling department gave the project its full support and provided valuable assistance.



The college did provide secretarial assistance as well as a counselor for the program. And... courses set up for the RISE program in fall 1980 would run no matter what the enrollment.

After getting the staff for the RISE program and finding that a grant would be forthcoming, the program director at Prairie State contacted the Vice-President of Instructional Services to explain the COMPAS project, and asked to participate in it. Although the scope of the project was explained, it was not fully understood until the project director from Illinois Central College visited the campus. The program was approved as long as the grant supplied funds for the development of course materials. The college did provide secretarial assistance as well as a counselor for the program. An additional concession was made: courses set up for the RISE program in fall 1980 would run, no matter what the enrollment.



The Director of Student Services assigned a counselor to be responsible for the STARS program.

The administration at Seminole Community College was supportive of the STARS program. The site director received help from the division chairmen in scheduling the STARS courses and giving released time to the faculty. The Director of Academic Affairs volunteered to go through administrative channels to obtain local Board of Trustees approval. The Director of Student Services assigned a counselor to be responsible for the STARS program. This proved one of the most important reasons for our success.

In retrospect, the administrators initially supported the program because they had confidence in the faculty involved and not because they totally understood what the program was attempting to do.

During the first semester of the program, administrators were invited to a special luncheon, at which time the program was explained. After this luncheon, they supported the STARS program because they felt it was worthwhile.

The Site Director reported directly to the Academic Dean, who, while reporting to the President, could act independently on the CREATE program.

The college supplied the program with an office, furniture, supplies, and phone. Additional released time of one three-quarter hour course was provided by the college. Total released time for the faculty in the CREATE program was one three-hour course in each of two quarters. Also supplied by the college was a part-time counselor. This counselor interviewed all students entering the program and set up their schedules.

Additional released time of one three-quarter hour course was provided by the college.

PROGRAM DESIGN

The heart of any educational program is the selection and training of the faculty. Once they are selected and trained, the program can begin to take shape.

Initial interest in the possibility of a Piaget-based project began in the science department at South Campus with faculty members in physics and chemistry. When an open letter was sent to the rest of the faculty to find any others with similar interests, three responded in the affirmative. By the time the project was ready to begin, two faculty members bowed out of the project due to other commitments, and another agreed to join the project. Each staff member was interested in new teaching techniques and in the opportunity to interact with members of other departments. Prior to the program's beginning, there developed on South Campus, a classic stereotype in the relationship between the humanities and the sciences. The opportunity to cut across

disciplines and point out their commonality was an exciting opportunity. This program could serve as a vehicle for faculty development and revitalization. In addition, the interdisciplinary nature of the project could broaden the participating faculty's views of other areas of the college.

After attending the training workshop at Illinois Central College, the staff was receptive to the project concepts and the application of the learning cycle to the South Campus program. To foster communication among project staff, bimonthly meetings were scheduled. Target dates were also set up for the completion of project materials. At first, the staff concentrated on the characteristics of the typical students entering the courses. It was decided that they would be:

1. in no developmental courses,
2. able to take at least three of the four courses and be full-time,
3. first-semester college students, not transfer students or coming from the developmental classes.

Each staff member was interested in new teaching techniques and in the opportunity to interact with members of other departments.

These criteria later proved much too restrictive. The pool of students meeting these criteria is much smaller at South Campus than was originally believed. The developmental program involving English and math skills is quite extensive at South, which leads to two effects:

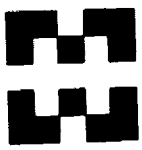
1. Freshman English and math are at quite a high level. For example, no college level (100 or above) math course has less than a two-year high school algebra prerequisite.
2. Most entering students take at least one developmental course in either math or English.

During the spring term, problems developed in bringing the staff together at a common time. This resulted in only one monthly meeting, which was possible, due to all college

meeting hours being left open one Friday per month. The staff generally completed course materials by July 15, so they were able to try out materials on each other during a summer workshop.

The Project Site Director arranged to coordinate class schedules with the two division deans, so each class was offered at non-conflicting times. He again explained the project to each dean. All staff members tried to describe the project to their individual departments by answering questions on goals and methods. In addition, at the all-college meeting the site director presented project methods and goals.

The faculty and the counselor for the PATH program were recruited in 1977 prior to the writing of the first COMPAS grant proposal. In recruiting staff, the director looked for faculty members who could work well with other faculty in a group, were open to new ideas, wanted to try new methods of teaching, and taught courses that satisfied the general education requirements for the A.A. and A.S. degrees.



Weekly seminars were held during spring and summer 1980 while faculty members were writing Learning Cycles for their courses.

Prior to their involvement in the program, only the director and one other faculty member had some formal exposure to Piaget's theories and the Learning Cycle. In the fall of 1979 staff training began in bi-weekly seminars. However, the COMPAS Workshop at Illinois Central College in December 1979, for faculty from all the community colleges in the project provided the inspiration and enthusiasm the Harper faculty needed to launch their ambitious program. Weekly seminars were held during spring and summer 1980 while faculty members were writing Learning Cycles for their courses. These continued during the fall while the program was in progress.

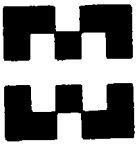
The spring and summer seminars provided a forum in which faculty could:

1. make decisions about the type of program they wanted,

2. decide upon student recruitment and selection procedures,

3. discuss the reasoning skills required in their respective disciplines and how they could be developed using Learning Cycles coordinated across the disciplines, and

4. try out their Learning Cycles on the rest of the staff and receive feedback.



The only problem in setting up these seminars was finding a time when all faculty could be present.

The following criteria was established for the selection of students for the PATH program:

1. They were to be entering college freshmen having high school diplomas or GED certificates, who were interested in entering the college's transfer programs but were undecided about what their academic major should be.

2. They were to be full-time students who would be able to take all the courses offered in the program.

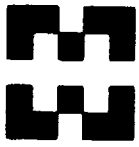
3. The students selected were to rank in the second or third quarters of their high school class and not need extensive remedial work in English or mathematics.

4. Only students who would be comfortable working in peer groups were to be considered.

5. It was also decided to take some older women who fit the above criteria, but who, due to family obligations, would not be able to take all the course offerings.

It was decided to make PATH a one-semester program offered during the fall semester. It would consist of six courses that would partially fulfill the general education requirements for the A.A. or A.S. degree, leading towards transfer to a four-year institution. Students would take all six courses unless there were compelling reasons for not doing so. Courses included English

Composition, Reading and Study Skills, Political Science, Physical Science, Mathematics for Liberal Arts Students, and Human Potential Seminar. The total semester hour load was 16. Later in the summer, sections of Elementary Algebra and Developmental English Composition were added to handle students having deficiencies in these areas.



Courses were scheduled so students would have Fridays free, which might encourage them not to work at outside jobs during the school week. Once scheduled, these courses were marked "temporarily closed" on the registration printout so only PATH students would be allowed to register for them. Because the Human Potential Seminar met at noon one day a week, the majority of PATH faculty could attend periodic student-faculty seminars planned by the counselor. Students in both sections of English met at the same time, but were graded according to different standards. The Reading instructor coordinated her teaching with the assignments in other courses. She also assisted the students in developing study, notetaking, and test-taking skills required in the other courses. In general, the program faculty attempted to coordinate their Learning Cycle so that they were all working on the same reasoning skill at approximately the same time. This coordination worked well for the first eight weeks. After that, there was less coordination because of the divergence of concepts being stressed in the different courses.

The general faculty were kept abreast of the program's progress through a mini-workshop held during faculty orientation week preceding the fall 1980 semester.



The DOORS program has been in operation since the spring of 1977. During this time, a total of 15 individuals -- 13 faculty and 2 counselors -- have been associated with the program. Only one of the original seven participants is still actively involved in teaching in the program. The original DOORS staff, as well as the new faculty, was recruited from volunteers. An individual's willingness to experiment with new materials and techniques is an important criterion used in faculty selection.



The more experienced program personnel offer their assistance to those who are new. When the program is offered in the fall, the teaching staff meets bi-weekly.

The more experienced program personnel offer their assistance to those who are new. When the program is offered in the fall, the teaching staff meets bi-weekly. Coordination of teaching efforts and student progress are the major items considered at these meetings. Meetings are held during the "off-semester" to revise materials and plan for the following year.

Responsibility for class scheduling, program publicity, and student recruitment and registration is usually left up to the Director. Decisions regarding course content and coordination between disciplines is the responsibility of the teaching faculty. Faculty input is always solicited before any major decisions or significant change is made.

The teaching staff for the STEPPE program was selected from teachers who participated in a two-day Piaget workshop held at Joliet Junior College and presented by the DOORS staff from Illinois Central. A number of the workshop participants were contacted, and those that expressed an interest in being involved in the STEPPE program were selected to teach one of the courses. All the STEPPE staff, with the exception of James Cooper, attended the workshop at Illinois Central College. During the spring 1980 semester, teachers in the program met weekly to establish criteria and methods for selecting students and to write learning cycles.

The staff established the following criteria for the selection of students and courses to be offered:

1. Only transfer students would be accepted into the program.

2. Each student was required to take three of the five courses, two of which had to be English 101 and Math 111.



3. Each student had to qualify for English 101 by either taking a pre-test in English or having an ACT of at least 14.

4. Only transfer courses would be offered.

5. No course was selected that represented a prerequisite for another course.

During the spring 1980 semester, teachers in the program met weekly to establish criteria and methods for selecting students and to write learning cycles.

Though it was not a criterion for selection, students who had not declared a major were given preference over those who had because those with a declared major would normally already know what courses they wanted.

The program would last only one semester since no sequential courses were offered. The courses offered in the program were:

English 101	(Rhetoric)
Geography 111	(Physical Geography)
Math 111	
Psychology 101	(General Psychology)
Sociology 270	(Marriage and the Family)

Communication with the rest of the faculty consisted of presentations by the Site Director at general faculty meetings when the program and its progress were described. There was no serious attempt to coordinate the courses within the program, although some coordination did occur here. Since the department chairmen at Joliet Junior College are responsible for scheduling courses, each chairman was contacted by the Site Director, and their complete cooperation made it relatively easy to devise a satisfactory course schedule. The allocation of students in each course was set at zero, and the authorization to raise the allocations was given only to the Site Director and the counselors. This made block scheduling easy.



The more experienced program personnel offer their assistance to those who are new. When the program is offered in the fall, the teaching staff meets bi-weekly.

Before the project started, a call went out to all faculty, explaining the scope of the project and asking for volunteers. The unexpected result: seven faculty members expressed an interest in the project. It was decided to include all seven faculty members since a large number of disciplines were represented. chemistry, English, history, mathematics, physical science, psychology, and sociology. It was also decided to include a counselor in the project, and this request was granted by Student Services. RISE was born.

Training for program personnel consisted of a three-day workshop for all COMPAS project participants held at Illinois Central College. This workshop introduced all the staff to Piaget's work and to the mechanics of putting a learning cycle together. Two of the RISE staff had already had a workshop or a Chautauqua short course on the learning cycle. After the workshop, program participants started writing learning cycles and planning the implementation of the program at Prairie State.

At the first meeting, the group decided to run a one-semester program starting in the fall of 1980 and, due to the large number of faculty in the program, to have two tracks for the students. Block scheduling, which would be adopted to develop a group feeling for students, would allow 40 students in the program. Since seven disciplines were represented, there would be two English sections, giving the students a choice of three other classes. Students would be part of the RISE program if they were enrolled in at least three of the classes, but it was hoped they would enroll in a core of four classes. There would be a maximum of 20 students per class because of extensive student interaction. Of all the courses in the program, four were considered the first course in a year sequence, English 101, Chemistry 110, History 111, and Physical Science 111, while Mathematics 112, Psychology 101, and Sociology 211 were non-sequence courses. The second semesters of English and Physical Science were offered during the spring 1981 semester after student requests to continue the learning cycle type of instruction.

Students in the program would be high risk, not remedial or developmental, but rather high school students who were average to above-average in ability but for some reason did not do well in high school. The target population was high school students who graduated in the lower half of their high school classes with ACT scores between 17 and 23. A second target population was similar to students already enrolled at Prairie State.



Monthly staff meetings were scheduled for the spring semester while material was being developed. Total staff participation was difficult due to varying schedules. The purposes of the staff meetings were to exchange learning cycles, disseminate general information, and foster crossover between disciplines. Information was exchanged more readily on an informal basis, which was also how the class schedule was set up. Faculty members were asked to submit times they would like their classes to meet. This request was sent to the program counselor, whose responsibility was to develop a class schedule. The program faculty then sent this schedule to the departments for approval and incorporation into the general class schedule. Classes were flagged so a student could enroll only through the program counselor or director. At the beginning of the fall semester, someone forgot to flag the computer program, and some mail-in registrations were placed into the RISE classes. Since this was an administrative problem, those students were removed by the head of student services.

Monthly staff meetings were scheduled for the spring semester while material was being developed.



To determine who would be interested in working in the program, a one-page questionnaire was sent to all faculty at Seminole Community College. From those responding positively, eight faculty members were chosen to assure a broad representation of the academic disciplines.

The two-day workshop at Illinois Central was the first formal exposure to Piaget's ideas for all but three of the instructors. This important workshop set the tone for the entire project. During the spring semester, the staff met every other week to plan the STARS program and develop learning cycles.



During the spring semester, the staff met every other week to plan the STARS program learning cycles.

The STARS program is geared for college-parallel students, both recent high school graduates with average or excellent grade point averages, and returning students who have not been in school for a number of years, especially the memorizers or unsure entering students.

During the first year, students signed up for at least three STARS courses in Term I (they could choose from English I, Career Exploration, Sociology, or Physical Science) and two STARS courses in Term II (English II, Fundamentals of Mathematics, Astronomy and Meteorology, or Economics). The courses were planned around common reasoning skills. For example, in Term I all the classes focused on, first, observation and identification of variables, then description of variables, and finally comparison and classification. Although this was difficult with only one semester of planning time, several learning cycles were coordinated. In addition, students detected coordination even though it was not planned. To attract students, courses were block scheduled in the morning four days a week. All STARS students were encouraged to take Career Exploration and English I.

The lines of communication between the project and the general faculty were difficult to keep open. There were workshops and reports at general faculty meetings; however, most faculty did not pay close attention unless they had a vested interest. Faculty support was needed, so participants kept trying to explain the program to other faculty members.

During the spring of 1979, Karl Taylor and Dick Thompson presented a faculty workshop on Piaget's learning theories applied to higher education. This introduction sparked faculty interest, and three faculty members tentatively agreed to participate in the program.

Faculty selection was largely dictated by the courses that were to be taught in the program. In the sciences, the only courses at the college that would lend themselves to a Piagetian approach were Physics Survey and Chemistry Survey. With one or two exceptions per year, the only students who take these courses are elementary education majors. North Carolina four-year institutions require nearly every other major to have one year of laboratory science and at least one semester of calculus. This also limited the mathematics course to Mathematics Survey, which was taken by the prospective teachers. The Director taught the Physics and Chemistry Surveys. Fortunately, the one faculty member teaching Mathematics Survey was interested in the CREATE program. The only other course taken by all elementary education majors at Surry was English. The director received a positive response, for the first English instructor asked to participate in the program.

While learning cycles were being developed, there were weekly meetings to review each other's work.

All faculty in the project attended the COMPAS workshop in December 1979 at Illinois Central College.

To help faculty apply Piaget's theories, a consultant who was a practicing psychologist specializing in Piagetian theories presented a second workshop. His workshop was a more detailed, theoretical treatment of Piagetian theories than was presented in the COMPAS workshop. This in-depth look at Piaget's theories helped program participants apply the Learning Cycle to courses in CREATE.

With only three people teaching in the program, it was easy to find a time when everyone could meet. While learning cycles were being developed, there were weekly meetings to review each other's work. After the program started, meetings became more infrequent.

Although this limited the amount of co-ordination between classes, it was not a serious handicap.

As noted previously, the courses selected for the program dictated the students that would participate. All freshmen education majors were scheduled for CREATE Physical Science, Mathematics, and English.

Since Surry is on the quarter system, one quarter would not have been sufficient time to benefit the students. On the other hand, nothing but CREATE courses for two quarters would not have given the students enough exposure to the usual college classroom. Therefore, each student took three CREATE courses for two quarters.

The courses were ones normally offered once each year. No schedule changes needed to be made. Unfortunately, since these courses were offered only once each year, a number of students had either failed one course or not taken one the year before. A number of such students who were not taking all the courses had to be admitted to each section.

RECRUITMENT OF STUDENTS

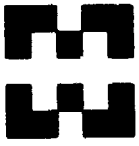
No matter how excellent a program the faculty develops, students make it possible. Some publicity produced to attract students can be found in the appendices.

The project was showcased on the front page of the newsletter.

The college generally does not do massive recruitment. The trend at that time was to rely on spot newspaper ads and the "Community Leader Newsletter" the college sends to each household in Southern Allegheny County. The project was showcased on the front page of the newsletter, which has a circulation of over 170,000. This resulted in about 30 requests for information. Each request was answered with a personal letter. Also the admissions office was apprised of the student profile for the project. Screening was to be handled by the college advisors who test and see all entering students. Here the project was the

weakest because these advisors did not understand or believe in the project sufficiently to sell it to entering students.

Publicity for the PATH program was prepared early in the 1980 spring semester by the director and staff and consisted of news releases for the college and local newspapers, handouts, and a brochure describing the program's purposes and course offerings. These were distributed widely on campus and to counselors from area high schools. Harper's recruitment director distributed brochures to prospective students at area high schools and during the college days sponsored by regional shopping centers. Program staff often accompanied him or college counselors on recruiting visits.



The letter included a brochure and an invitation to attend an informational meeting about the program.

By the end of May, these attempts at recruitment had borne little fruit. So the program faculty reviewed applications submitted to the Admissions Office and looked for students fitting the program's criteria. These students were sent letters telling them they had been selected to apply for a special program being initiated by the college in the fall. The letter included a brochure and an invitation to attend an informational meeting about the program. Similar letters had been sent to GED students and those in Harper's women's program earlier in May. These letters and meetings were successful; the first 37 students who had their files completed and went through screening interviews successfully were accepted into the program. Ten students who were interested in the program had to be eventually turned away because of lack of space.

Students were screened through personal interviews with at least two of the program faculty. This was followed by a staff review of student transcripts, and of answers given by students to questions posed during the interview. These questions focused on students' ability to work in groups and be comfortable in an activity-centered learning situation, motivation for improving their reasoning skills, expectations of the program, and commitment to continued schooling.

Students selected for the program were invited to attend a general freshman orientation day in late July. At this time they took the college placement exams, met all the program faculty, who presented a brief outline of the courses they would be teaching, and registered for their courses. During registration they received the results of their placement tests and were advised about which sections of math and English to take. Students needing or desiring courses not in the program registered for them at the same time.

Prospective DOORS students are screened by the program director, who is responsible for almost all the advising and registration of students. If the effort to involve the Counseling Department directly in the program is successful, the director will be relieved of these duties, and thus be able to direct more attention to the academic aspect of DOORS.



A brief description of the program and the type of student it is designed for appears in the college catalog and the class schedules each semester.

The DOORS program is publicized in a number of ways. A brief description of the program and the type of student it is designed for appears in the college catalog and the class schedules each semester. These catalogs are available to all students, and the class schedules are mailed to every household in the college district prior to registration. Brochures describing the program are placed on display racks throughout the college and distributed to the counseling department. A two-page admissions update article, which explains the program in greater detail and lists all times the classes are offered, is sent to all counselors, as well as to students who inquire about the program by telephone or by mail.



The STEPPE program at Joliet Junior College enjoyed a unique situation: Leonard Hodgman, who taught Physical Geography, was the college recruiting officer. He was responsible for visiting the area high schools and presenting the college program. At the district high

schools, he distributed information sheets describing the STEPPE program. The counselors also played a significant role in recruiting students because they were the first ones to see any applications with undeclared majors.

As soon as the counselors had 15 to 20 students expressing an interest in the STEPPE program, they scheduled a meeting on campus for student orientation and screening. Once the students were screened and all the qualified ones identified, counselors would register them as a group.

Student recruitment was one of the biggest problems. The program counselor distributed a brochure to counselors in the district high schools. During the spring semester all these schools were visited by the RISE program counselor, the project director, or both. The visitation included an explanation of what RISE was and which students it was designed for. Counselors identified the names of high school students who might benefit from the program. Finally questions were asked about the program, and suggestions were made about ways of reaching the target high school population.

The program counselor suggested a better method for recruitment: go to the summer orientations for new students, explain the RISE program, and recruit students.

High school counselors were able to provide a few leads on students for the program, but not in the desired numbers. The program counselor suggested a better method for recruitment: go to the summer orientations for new students, explain the RISE program, and recruit students. This was done, and students who expressed interest in the program were screened through their applications and high school transcripts. Unfortunately, in some cases the high schools did not submit transcripts to be evaluated. The Nelson-Denny reading scores were used as an additional screening item so students could be placed in appropriate English courses. A large number of students were screened during the two weeks before the fall semester, which resulted in the enrollment of 37 students for three or more courses in the RISE program. The students were told what the

program was about and what type of instruction they would be receiving before they signed up for the courses and the program. This was done in small groups and served as orientation to the program.



Entering students are introduced to the STARS program during orientation when they are given a program brochure and a five-minute verbal overview.

Every entering freshman at Seminole Community College must attend an orientation session before registering for classes. For fall students, this orientation is held in July and early August, and is conducted by the counseling staff. Entering students are introduced to the STARS program during orientation when they are given a program brochure and a five-minute verbal overview. If any students are interested in the program, they are encouraged to talk to the STARS counselor after orientation. The brochure points out these advantages and selection procedures:

Advantages

a. *Enroll in courses that fit together and build toward a common goal.*

b. *Share several classes with some of the same students and get to know them personally.*

c. *Meet in informal classes that draw on your past experience to the fullest extent.*

d. *Learn the major concepts of several courses.*

e. *Explore many fields of study while starting your college work.*

STARS Selection Procedure

The STARS program is intended for a variety of students. You can be a recent high school graduate with an average or excellent grade point average, or a returning student who has not been in school for a number of years. The main criteria for choosing the STARS program are personal. If you answer "yes" to the following questions, STARS might benefit you.



1. *Do you find it difficult to learn the major concepts in a course?*
2. *When you study for a test, do you spend the majority of your time memorizing details?*
3. *Do you have difficulty organizing your thoughts when speaking or writing?*
4. *Do you enjoy talking to people informally and learning how they think?*
5. *Do you have a hard time understanding the relationships among various disciplines?*
6. *Would you like to use your past experience to help you better understand your current studies?*

During the first class of the fall 1980 term, all 27 STARS students and eight faculty were invited to a doughnut and coffee get-together. This allowed people to introduce themselves and immediately feel part of the program. Also any questions students had about the program were answered.



It was decided to place every freshman education major in the CREATE program.

As previously mentioned, program limitations dictated the type of student. Surry has only twenty or so declared freshman education majors per year. It was decided to place every freshman education major in the CREATE program. When the students made out their schedules with the counselor, they were put in all three CREATE classes and told they would be in an experimental program. In retrospect, this choice of words, and possibly this approach, was an error. A reverse "Hawthorne effect" was seen. Many students objected to being in an experiment and did not want to try anything "new." A pervasive attitude in the area served by Surry is: "It has worked for the last hundred years, so why change it?" Of course it has not always worked, but in some cases, this distrust of the

new tended to act against the program, since students were not allowed to participate.

On the first day of class, all CREATE students were given an orientation to the program. Program faculty discussed CREATE's purpose and underlying ideas.

MAINTAINING THE PROGRAM

Once a program is operating, the next question is whether or not it will continue. The momentum of traditional education is great, so unless special efforts are made to maintain enthusiasm, the program will immediately start to dissolve. At each of the colleges, there were various efforts to maintain the program.



No formal staff seminars were held, but there were informal gatherings to discuss the project.

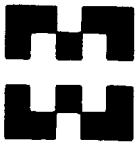
During the LIFT project at Allegheny there were visitations by the external evaluator and by members of DOORS staff, who visited the classes and talked with project members. No formal staff seminars were held, but there were informal gatherings to discuss the project.

Group testing was carried out during a regular scheduled class hour, since a special meeting for that purpose was not feasible.

During the program at Harper, no formal social activities were planned for the PATH students. However, the counselor used some get-acquainted activities during the first week of class, so students were soon very friendly with each other and began to go out together socially in off-school hours. The counselor also suggested that students call faculty by their first names, which led to better rapport between teacher and student.

Program faculty attempted to visit each other's classes, but, due to time conflicts this was not too successful. All faculty did attend the Human Potential Seminar at least

twice during the semester and took part in the activities with the students. Three members of the DOORS staff from Illinois Central College visited the program in late September, meeting with the students in two different classes, the staff individually and collectively, and administrators most directly involved with the program. The COMPAS project evaluator visited the program during the semester to interact with students and faculty. An invitation was also extended to all Harper faculty and administrators to visit the classes, but none chose to do so.



The faculty found these weekly seminars so helpful that they continued to meet weekly after the program concluded...

The program faculty continued to hold their weekly seminars during the course of the program. These were used to:

1. facilitate coordination of the courses,
2. revise learning cycles,
3. establish in-house evaluation procedures,
4. coordinate the evaluation by the COMPAS Project Evaluator,
5. discuss students' progress,
6. lay plans for the future of the PATH program.

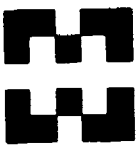
The faculty found these weekly seminars so helpful that they continued to meet weekly after the program concluded to prepare for the following year's program. The only problem in setting up these seminars was finding time when all faculty could attend.

In addition to inviting general faculty and administrators to attend the weekly seminars and visit the PATH classes, the PATH staff held another mini-workshop following the conclusion of the program during spring Faculty Orientation Week.

In the middle of the spring semester, three mini-workshops were held to introduce faculty to the Learning Cycle, Piaget's theory, and the PATH program, with the hope of

attracting other faculty to join the program. These three workshops were poorly attended, but some interest was generated in those who did attend.

The program's in-house evaluation took on a myriad of forms, depending upon the individual instructor's preferences and the group's consensus. Some faculty gave their students the Harper Faculty Evaluation Form to fill out at the end of the semester. In general, the results are positive. In retrospect, the staff feels that all faculty should have used these forms in their classes. At midterm the faculty and students met for an informal evaluation of the program to that point. The feedback between students and faculty during this meeting was helpful to both groups.



The political science instructor used a standardized American government test as a pre- and post-test for her PATH students. The same test was given to a group of students in another section of the same course taught outside the program. No significant differences were noted. Students in the PATH English classes were asked to submit a writing sample to their instructor at the beginning and end of the semester. These were read and graded by three English instructors at Harper who did not teach in the program. These grades are now being analyzed.

An Academic Orientation Inventory was given to the students by the program counselor. The results of this inventory indicated how comfortable students were in an academic situation. The majority of the students did not score high, indicating their discomfort in such a setting. However, the females in the group did score higher than the males.

During the semester following the program's completion, the director and counselor studied the students' first semester GPAs, their high school rankings, ACT scores, and their grades in PATH courses. The results of this study are presented in the COMPAS project evaluation report.



In fall, 1981, a lengthy questionnaire was sent to those students who participated in the first PATH program. This will begin a longitudinal study of these students as they progress through their academic careers. In addition, their input into the program, after over a semester of regular Harper classes, should provide feedback to improve the program for future students.

After five years of operation at Illinois Central College, the DOORS staff -- both original and new -- remains a relatively close-knit group. Those who, for one reason or another, are no longer teaching in the program still remain interested in the progress of DOORS. The bonds created by the close associations necessary for the program's success continue. The "old" faculty are invited to attend the meetings of the present DOORS staff, and offer valuable assistance in helping keep the program in operation.



There is little doubt that the DOORS staff has had greater success in communicating the substance and intent of the program outside of Illinois Central College than it has had internally.

The success of DOORS has, however, been overshadowed by the fact that the program has not received the complete support of the faculty and administration. The majority are only vaguely aware of what is going on in DOORS. Fortunately, the program has not encountered any real, organized opposition. Failure to gain the complete confidence and support of the faculty and administration is the result of the manner in which the program was originally developed. The DOORS staff made a concerted effort to minimize these problems when working with the other colleges in the COMPAS project.

There is little doubt that the DOORS staff has had greater success in communicating the substance and intent of the program outside of Illinois Central College than it has had internally. Those connected with DOORS who have had an opportunity to work with COMPAS, make presentations at conferences, put on workshops, or visit faculty from other institutions, have always found the experience extremely gratifying and personally rewarding.

After the program started at Prairie State, a feedback session for all the students was planned, but this was very difficult because of the number of classes in the program and because of student schedules. Afternoon meetings were impossible since they would interfere with student work schedules. Therefore, after a month the feedback sessions were discontinued, and instead students expressed their opinions to the counselor and/or program director. An end-of-semester party was attended by a majority of students in the program. Sweat shirts to be worn by the staff and students in the program gave the students an identity which set them apart from the rest of the student body. They also served as publicity for the program within the college.



Sweat shirts to be worn by the staff and students in the program gave the students an identity which set them apart from the rest of the student body.

Faculty within the program were encouraged to visit other program classes during the semester, but once again, schedules of individual faculty members were not conducive to such visitations. Staff not in the program were also interested in visiting RISE classes and were generally encouraged to do so. However, this openness did not result in a large number of non-RISE faculty visiting any of the RISE courses.

RISE staff interactions consisted of monthly meetings on Saturday mornings for the first two months of the semester. Staff exchanged learning cycles and talked about problems with students, and the logistics of writing additional learning cycles. During this time, a major problem emerged in the mathematics course: the wide range of abilities in students' manipulative skills. This eventually led to the abandonment of learning cycles in that course.

The general faculty and administration were kept advised of the RISE program through staff development programs at the college. Information was presented to the entire staff during a two-day program at the beginning of the fall semester and a full day during the semester. Program staff explained what RISE was about and what they thought of it. The openness of the program created a good image although some staff members didn't understand what the program was attempting to do.

Not until the DOORS staff visited Prairie State did the administration really learn what was being done. All the in-house explanations resulted in the administration believing that RISE was a developmental program. After a half-hour with the DOORS staff, the mission of the program became clear. The DOORS staff also encouraged faculty members in the program. They offered suggestions for learning cycles and pointed out some innovative ideas faculty had incorporated into their classes.



The visitation by the outside evaluator also increased administrative awareness of the program and gave it credibility.

The visitation by the outside evaluator also increased administrative awareness of the program and gave it credibility. Moreover the staff felt free to express negative reactions to an outsider rather than expressing them in regular meetings. The staff could be prefectly honest and not worry about personality conflicts which might undermine the program. Since the outside evaluator was going to evaluate the entire project as well as individual sites, the program director did not conduct any formal evaluation of the RISE program. Informal evaluation did take place through individual student feedback, which made it easy to find out who was using learning cycles and whether or not the approach was successful.

Student evaluation consisted of a pre- and post-test of the entire program student body. Both tests were administered in the English class, in which all students were enrolled. An anxiety inventory was administered, along with a paper and pencil Piaget task test. The anxiety inventory was also administered to a control group of nursing students who were block scheduled. This was done to discover if block scheduling had affected instruction. There was also a one-half hour videotaped interview of a random sample of students in the program. This was done to attempt to correlate the paper and pencil post-test administered at the end of the semester. This was perhaps the most difficult experience for the program director, especially from the standpoint of trying not to show whether responses were correct or wrong when students explained how they solved the problems. In

addition, two of the program faculty administered a short student questionnaire about the courses they taught, the program, and the materials used. Student response was positive.

Program faculty carried out their own student evaluations for their courses for the purpose of assigning grades. There was constant emphasis on the search for process in the evaluation and constant stress on the unfairness of evaluating students on content rather than on process. There were no repercussions from the students that the evaluations were unfair in the courses, so it seems the process was being evaluated by the program staff.

Three program faculty abandoned the learning cycle approach to instruction during the last half of the semester:

1. chemistry, because students were continuing to the second course in a sequence under a different instructor and they needed content,
2. mathematics, because of wide divergence in the students' manipulative skills, and
3. history, because the instructor thought it was about time the students learned something.

For the faculty, one of the best features of the STARS program was the chance to work closely with faculty in other disciplines.

One important outcome of the project was that faculty tried something new. This has resulted in the incorporation of new materials and new teaching techniques in some courses.

For the faculty, one of the best features of the STARS program was the chance to work closely with faculty in other disciplines. Re-evaluating and making major changes in a course is time-consuming, and under typical classroom pressure, it is extremely hard to do. The project provided time to do this. A regular line of communication was established among all

the faculty in the project, and it was educational to compare teaching objectives in the various disciplines. Many STARS faculty members learned that the necessary problem-solving techniques and the major difficulties of students were the same in all disciplines. For faculty communication and respect, this project was invaluable.

The STARS faculty met every other week during the project. During these seminars, they shared class experiences, critiqued each other's learning cycles, and listened to and questioned visitors. Visits by the DOORS staff and the program evaluator were particularly helpful in giving direction and support. During one visit by the DOORS staff, a half-day workshop was held. All Seminole Community College faculty were invited. Twelve new faculty members came; four more had time conflicts but requested the workshop material. Thus, over one-third of the full-time academic faculty at SCC either participated in or became involved in the project workshop.

Visits by the DOORS staff and the program evaluator were particularly helpful in giving direction and support.

The program counselor is doing a follow-up study on the original 27 STARS students, 22 of whom were still in school one year later. Students also evaluated the program favorably, and that, added to the high retention rate, makes the staff optimistic about the program.

During the first two weeks of class at Surry, a cook-out was held at the director's home. All CREATE program faculty attended, but only two students, so the get-together was seen as a failure. After later conversations with the students, it became apparent that as freshmen they did not know each other and were quite uncomfortable. Had it been held at the college during the week or been later in the year, a much larger response would have been assured. Since the main purpose in having the cook-out was to foster student interaction early in the term, the former approach is clearly preferable.



During two quarters of operation, faculty members met about every other week to discuss their classes.

During two quarters of operation, faculty members met about every other week to discuss their classes. Although all faculty attended these informal lunch meetings, they usually discussed problems of individual students at other times.

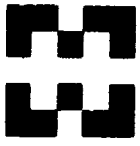
The DOORS staff visited the program, as did evaluator Mel Hall and several graduate education students from nearby universities. Aside from benefiting the visitors, their stays on campus gave the CREATE staff an excellent opportunity for self-evaluation, as well as giving fresh views on the program.



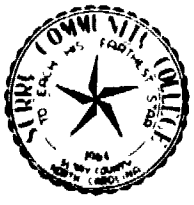












4

EVALUATOR'S REPORT

EVALUATION

The COMPAS project was fortunate to have the services of a professional evaluator, Dr. Melvin Hall of Sangamon State University, Springfield, IL. He spent over two years observing the project, collecting and analyzing data, and writing his evaluation. This chapter will highlight the findings of his 300-page report. More details can be obtained from Dr. Thomas Campbell, Illinois Central College, East Peoria, IL. The following is adapted from Dr. Hall's evaluation.

PROJECT DESIGN

The COMPAS staff proposed seven questions as guides in developing an evaluation design. These questions provided the initial focus of the evaluation.

1. Do student reasoning skills improve during project participation?
2. Do students become better oriented to college work?
3. Do students learn social coping skills?
4. Do students become more self-directed learners?
5. Do students complete coursework more often or have better attendance?
6. Do students recognize skill emphasis in other courses?
7. Do students perceive the relationship between disciplines differently?

In addition to these short-term questions, the evaluation was structured around three long-term considerations:

1. Do project effects seem to generalize to other classes?
2. Are project students more likely to complete long-term goals?
3. How does the performance of project students in later semesters compare with performance during the project?

While the early stages of design and implementation focused on these areas, site visits and initial data collection suggested modifications of these broad questions. Each question remained of interest, but additional precision was eventually possible in outlining the agenda for evaluation data collection. The first question, Do students' reasoning skills improve during project participation? was later made more specific. The focus of learning cycles is on the transition between the third and fourth stages of cognitive development, i.e., transition from concrete operational to formal operational thought. Therefore, evaluation of reasoning skill development centered on the underlying structures presumed to characterize this transitional period: hypothetical-deductive reasoning, inductive-scientific reasoning, and reflective abstraction were examined.

The second question, students' orientation to college work, was finally expanded to include clarification of vocational and educational goals, and personal talents and abilities.

While the Learning Cycle approach was the primary method offered by COMPAS, the fact that COMPAS students attended several classes as a group was also thought to influence the project's impact. Questions relating to social coping skills, attrition, and attendance began to focus on the presumed effects of block scheduling. This evaluative thrust included questions such as:

a. How does block scheduling alter the social experience of students?

b. Can this be thought to enhance the social communication referred to in the Piagetian model?

c. Does the familiarity promoted by block scheduling reduce student anxiety and alienation?

DATA COLLECTION TECHNIQUES

Multiple data collection techniques were used. The evaluation proceeded iteratively, with initial data collection leading to modification of the overall design. In keeping with this iterative approach, early data analysis was followed by attempts to confirm or disconfirm findings. The investigation moved back and forth between participants and evaluation specialists, the intent being to draw project participants into the evaluation, thus making the results more credible, persuasive and valid.

1. Interviews

Interviews were the primary method of data collection. In addition to Dr. Hall's initial visit in spring, 1980, he also made at least one extended visit to each campus near the completion of the program. Interviews were unstructured, though focused on the broad issues already described.

Each project director, in consultation with the project evaluator, scheduled these interviews. The evaluation interviews included:

a. All COMPAS faculty and affiliated staff

b. Key college officials

c. Students selected for videotaping on Piagetian tasks

d. As many COMPAS students as feasible, in several small groups or individual interviews.

2. Observations

Because process was so important in the COMPAS evaluation, direct observation proved a crucial element. Since the observations were intended to promote understanding of what went on during a learning cycle, they were scheduled conveniently and purposefully, rather than randomly.

3. Cognitive Development Testing

The COMPAS project presented an ideal opportunity to validate a paper-and-pencil measure of cognitive development, so pre- and post-testing was included in the evaluation design. All COMPAS students were pretested on a paper and pencil test which combines a revised version of Hans Furth's Inventory of Piaget's Development Tasks and several problems developed by Dr. Thomas Campbell and Dr. Tomlinson-Keasey. In addition, on each campus a randomly selected group of four to six students was tested by using a variation of Piaget's Methode Clinique.

Correlations between the written and performance test results served as a validity test of the written test. To combat the problem of carry-over between instruments, the paper and pencil test was administered to all students during the first two weeks of the COMPAS project. The structured interview using Piaget's tasks was administered on an individual basis two weeks later. Correlations between individual items, the entire scales, and patterns of between-school variation were examined.

Project staff members were briefed in structured interview techniques by use of a film of Karplus et al., and videotapes of Dr. Thomas Campbell conducting a simulated structured interview. Local staff designated someone to conduct the local interview, so the person was not always part of the COMPAS project.

4. Anxiety

As a measure of the impact of the project on school climate, student alienation, and retention/attrition, the Spealburger State-Trait Anxiety Inventory was used. This self-evaluation questionnaire provided a good, quick measure of student anxiety in both its generalized form (trait anxiety) and in the specific classroom situation (state anxiety).

This instrument was administered to the English sections of each COMPAS project, another "regular" English section, and, when possible, a special English section designated for other block-scheduled students, i.e., the English section that all teacher preparation students took, or that all nursing majors took.

This three-way administration was to be pre and post, with students taking the instrument on the first day of class and one week before the final exam. This simple instrument consists of 40 multiple-response statements (20 for each state and trait). Combined, the scales took 10-15 minutes to complete.

It was hypothesized that when compared to regularly scheduled students, both types of block-scheduled students would show reduced anxiety at the end of the semester on state anxiety while all three groups would begin relatively even on both state and trait anxiety.

REVIEW OF QUALITATIVE DATA

This section presents an overall picture of the COMPAS project. This composite sketch reviews qualitative and descriptive data collected during the evaluation. In this review, data are integrated to portray the COMPAS experience accurately, succinctly, and fully.

ISSUE #1: Do student reasoning skills improve during project participation?

This issue statement deals with the primary purpose of COMPAS. The demonstrated potential of the learning cycle approach for facilitating student progress from concrete operational to formal operational thought is central to the project's success. In the COMPAS scheme, the success of this transition should be revealed through an assessment of student skills in hypothetical-deductive reasoning, inductive-scientific reasoning, and reflective abstraction. Comments and observations have suggested several areas of project success and/or failure in meeting this overall project goal.

MEASURABLE IMPROVEMENT

Logically, to investigate project success in facilitating cognitive development, areas of measurable improvement must be examined. Such assessment of COMPAS students is the basis of the next section of this report. However, additional qualitative dimensions to the question of measurable improvement are explored below.

1. Variance in Assessment

Based upon the COMPAS experience, it is clear that the project's impacts were not uniform either across project sites or within a single program. In fact, there was as much variance in faculty assessment of cognitive development within some individual teams as there was across all project sites. This variance presumably resulted from gaps in understanding specifically what reflected movement from one stage of cognitive development to another, real differences in the impact of the project, and effects of varying levels of student immersion in the project. Thus, quantitative estimates of changes in cognitive development must be interpreted in light of the fact that they inevitably suppress these fluctuations in impact, and report average figures.

2. Immersion as a Factor in Determining Measurable Improvement

Variance in project impact is further affected by the number of project courses offered on each campus and the number of these courses students normally took as a part of the project.

Course offerings often determined the level of student immersion. For example, students enrolled at Surry had only three courses per term to choose from. Project staff, however, offered winter sequels to fall semester offerings, and, as a result, some students took as many as six project classes. Immersion is sharply different at other sites where many more courses were offered but where students were expected to earn fewer credits in project courses. At Prairie, for example, seven courses were offered in the same term, but students were expected to enroll in only three.

The two-term sequence of courses could affect immersion in another way. Given the project's focus on development of reasoning skills, it was assumed that involving transitional students in cognitive development activities in five or six concurrent classes is qualitatively different from having the same number of contact hours spread over two terms of sustained contact (three courses each).

Since several factors must be weighed in assessing immersion, students assisted by responding to questions about their identification with the project and its faculty. In addition, the number of courses, the extent to which project students share an experience which is discernibly different, and the degree of isolation felt by these students suggest a level of immersion in the project experience.

Based on these factors, three fairly distinct levels of immersion were observed in the six new cognitive-based programs. Two projects, Seminole and Harper, would be described as having high immersion; three, Prairie, Joliet, and Surry, would best be described as moderate immersion; and recruitment failures resulted in Allegheny offering a low immersion experience.

High-immersion schools were characterized by:

1. Classes predominantly or exclusively made up of project students,

2. One or more courses which could be clearly identified as project courses,

3. A recruitment or admissions activity which suggested special status for program participants,

4. Some semblance of group identity noted by students,

5. A relatively high level of student awareness of project organization and objectives.

In these high immersion programs at Harper and Seminole, there was also a higher degree of cross-discipline coordination in topics presented, a clearly identified relationship among the faculty, and a single point of reference in scheduling or discussing project courses. For example, at Harper all PATH faculty and students met at mid-term to evaluate the project to that point, and throughout the term, both the career exploration and study skills classes served as core organizers of the project experience. In these settings, students saw the faculty collectively and thus had vivid images of project unity. At Seminole, a similar unity was promoted through the career exploration class and was reinforced through scheduled free time and in-class references to other project classes.

The presumed impact of this higher immersion experience was increased salience or coherence to the COMPAS effort. These project students, more than others, presumably knew that they were involved in something different, and they also better understood the nature of those differences.

Moderate immersion schools, Prairie, Joliet, and Surry, tended to have less homogeneity, but still shared several characteristics. Each had planned a common meeting time or shared non-classroom experience. Surry attempted a social event which did not prove successful; Prairie was unsuccessful in identifying a common free time because of varying student schedules, and Joliet had a common time scheduled but failed to use it except to pretest project students.

Although these abortive plans were not major problems, they reflected circumstances which repeatedly reduced the coherence of these three projects. Each project responded to these initial failures and generally developed some group identification though perhaps not at the initially desired level. Prairie State perhaps came closest with its project sweat shirts.

The distinction between moderate and high immersion programs was largely one of quantity of common experiences rather than quality. This assessment is true of the low immersion situation as well, since it primarily resulted from recruitment problems. At Allegheny, the project's recruitment difficulty led to the establishment of several independent projects, each working with its own student population. In math, the students were uniformly low in ability; in physical science, there was a very small group of such students, and in English and psychology, there were large but distinct classes of students who were otherwise suited for the project. With one or two exceptions, the project experience of these students was limited to one class. Further, because the English and psychology classes contained significant numbers of students who didn't know they would be involved in a novel approach to classroom instruction, the instructors had to compromise their course expectations.

The usefulness of these immersion estimates is limited to a very general level of project assessment. They are quite appropriate as a backdrop for reviewing other project data but cannot in themselves be considered absolute. For example, classroom levels of intensity cannot be assumed to be consistent for a particular school, and some efforts at moderate or low immersion sites surpassed similar efforts at higher immersion ones. Overall, however, these estimates reflect the assessments of general student immersion in each project as gleaned from student and faculty comments. Specific immersion figures for each student, based upon a combination of the number of project courses, the degree to which instructors used the learning approach during the term, and an overall project immersion factor, would be necessary for such an immersion estimate to have any additional usefulness.

3. Side Effects

Another key factor in interpreting quantitative estimates of reasoning skill improvement is the impact of side effects. In addition to cognitive development, several features have been noted as key thrusts

of the COMPAS project. The relative importance of these program thrusts varied from one site to another. Often other thrusts like block scheduling or faculty development seemed to determine project impact more than the emphasis on cognitive development. It is not clear precisely what impact these other thrusts might have had on cognitive development, but two components are certain:

(1) The other thrusts influenced the amount of attention given to matters affecting cognitive development, and

(2) The perceived strength of these other impacts resulted at least partially from their being easier to observe.

4. Time Schedule

An area of uncertain impact is the length of the projects and the appropriateness of this as a measurement schedule. Furthermore, on each campus the length of terms varied, as did the number of terms during which the project was implemented. For example, the projects' school terms included quarters, semesters, and trimesters.

5. Ability Level Interaction

Yet another factor to consider in reviewing quantitative measurements of cognitive development is the potential interaction effects of ability level. Project faculty generally agreed that, below certain ability levels, the learning cycle approach, like any other instructional strategy, is severely affected by deficits in students' learning backgrounds. Further, since students' ability levels were tied largely to the success of recruitment efforts, and unsuccessful recruitment drives resulted in more marginal students being admitted, there may have been a subtle effect on the impact of each project.

6. Improved Performance

As a second major way of gathering opinions on COMPAS success in fostering students' cognitive development, faculty were polled on changes which they noted in student performance. In addition, they were asked if they had observed any indications linking improved performance with students' cognitive level. Thus, a factor in considering improvements in cognitive functioning is the extent to which project outcomes were student-oriented rather than logistically-oriented or aimed at faculty considerations. Changes in performance were often related to side effects of COMPAS rather than to changes in cognitive functioning. One clear exception, however, was in the area of writing skills.

There was some difficulty in monitoring these notions of improved performance in that student performance has typically been equated with end-of-term grades. For COMPAS this created several problems, two of which were the conditions under which these assessments were made, and the extent to which the assessment format affected perception of performance.

7. Conditions Surrounding Assessments of Performance

One notable impact of the COMPAS projects was their potential for altering the conditions under which learning took place and assessments of student performance were made. Project faculty said, "The learning cycle style sets up the conditions for students to join in and open up. If handled well, the teacher becomes a facilitator, and a more intimate environment develops." Specifically, the environment changes in the format for evaluating student performance because traditional multiple-choice test items fit poorly into the learning cycle approach. Also the fact that instructors ask students more about their reasoning processes during instruction and assessment promoted a real change in the conditions under which student performance is assessed.

ISSUE #2: Do students become better oriented to college work?

COMPAS participants had both positive and negative assessments of the project's success in orienting students to college work. On the positive side, the learning cycle approach fostered more interaction in the classroom. Further, this approach tended to promote more intimate contact with students while more aggressively engaging them in classroom activities. One student, for example, specified that the most important aspect of the program was classroom discussion, especially when it focused on experiments showing practical applications of esoteric knowledge.

These positive impacts were somewhat mediated, however, by unsuccessful recruitment and wide ranges in student ability levels. There was also significant concern that block scheduling helped to create an unreal experience for students. Other comments indicated that there was some frustration about the classroom approach. For example, one student reported, "We did a lot of unusual things; sometimes I think we took the long way of doing something." Another student indicated that, given a choice, she "would take at least a few of this type of class, but not all (classes should be like this) because some people might not like the way it is -- and want to just come in and get their work done. Some people don't like discussion."

1. Course Difficulty

Another consistent student reaction to COMPAS programs has been to raise the issue of course difficulty levels. Generally, project courses being too easy was only suggested as a possibility, and thus these comments can be distinguished from those which report that the approach made good performance easier. One student thought the project classes "were going to be hard because they were different; but they weren't. They were easy." Another complimented the program for addressing the needs of "people who are afraid or don't know that many people," but simultaneously suggested that the program was "a little too easy -- but pretty nice the way it is." A third comment mentioned the positive program characteristic of grouping students who had the same problems (about six people in their immediate group), but then hinted that it "might really be too easy." One student suggested that their load be set at 15 hours instead of 12.

Faculty noted that both extremes of comments had been received during the projects, with some students complaining about the workload, especially the volume of homework. Some students hypothesized that the instructors were compensating for the classes being easy by assigning extra homework.

Several factors remain unclear regarding course difficulty levels. For example, was there more work but easy assignments because of the difficulty level of the material? Did the course work seem easy because there was less memorization? Did the reduction in content pressure create an image of easiness? Each question seemed a plausible contributor to student perceptions of easier classes in COMPAS.

2. Experiential Component

By contrasting project and non-project courses, a CREATE student highlighted the value of yet another COMPAS feature -- its experiential component.

> "I've talked to other people from the other English classes -- I learned more about writing papers than they have, 'cause of the way it was taught, 'cause when you do experience something, you learn it better than just somebody telling you. History is just taking notes. I really don't learn; it's just memorizing for the exam and then forgetting it ... and here I've learned."

Student comments also support the generalizability of project-acquired skills and the project's motivating potential.

> "(Skills) will generalize to other classes, more like an independent study. It's hard, but it's fun too. Project classes are more like experiments, and you have to think on your own more."

> "Sometimes it gets to be frustrating because the teachers won't tell you how to do something. You have to figure it out on your own. But it's helped me some. I try harder -- look through the book for answers -- don't depend as much on teachers."

3. Impact on Students

It had been anticipated that students would view the project as a new teaching technique to make the learning process more meaningful, but they would also experience problems in one or two of the courses because they felt they weren't learning what they had expected. When beginning an exploration activity, students often remark, "This is silly," although just as frequently they later seemed to see the point of what they were doing and decide that it was not quite as silly as it looked. "There were more negative comments early in semester. As time went on, they seemed to develop trust in you, as if maybe you do know what you're doing." Non-project students also indicated that they appreciated the learning cycle approach.

ISSUE #3: Do students learn social coping skills?

The Piagetian-based learning cycle approach was the primary treatment offered by COMPAS, but block scheduling emerged as a salient aspect of the project's impact. One presumed cause of this impact was the mutual support provided by students who found themselves spending many hours together every week.

GROUP IDENTITY

As a corollary to the positive impacts of meeting people and finding support, COMPAS projects also promoted a sense of group identity. This identity made many students feel a part of the project but, more importantly, a part of their campus communities. One student indicated that non-project students were missing an important part of what the college had to offer.

Overall, the impact of the project on social coping skills seemed much less than the salience of block scheduling might suggest. In fact, the salience of block scheduling may have been more a reaction to a feeling of special treatment and novelty rather than a change in social coping skills. Students who said they were anxious about college continued to indicate this anxiety as the fall term ended. Others reported enjoyment of the camaraderie but seemed to make no connection between it and their performance. In short, students tended to see block scheduling as a convenience, a novelty, and a structural feature more than as an alternative socialization vehicle. Any impacts on social coping skills were more likely a result of maturity or increased sophistication rather than a direct outgrowth of block scheduling.

ISSUE #4: Do students become more self-directed learners?

The key element in COMPAS' impact on learners seemed to have been stimulation. The course format, classroom activities, and project support were all designed to stimulate marginal students and make them more active learners. The focus on experiential tasks and group work validated both approaches and revealed other thinking patterns to students as they cooperated in small groups. Some said that this stimulation made it easier to pay attention and be more personally involved. Students reported suddenly feeling responsible and being forced to think more on their own. "They give you a problem, but rather than tell you what you are to look for, you have to find it on your own. That way when you look at other problems, you figure out what they're looking for, and you understand it better."

Students agreed that close contact and high level of involvement resulting from group classroom work were helpful, and they unanimously felt that this group work was more important than the block scheduling. Group work was also credited with helping students see other problem-solving strategies and thinking patterns. They further suggested that it was easier to remember things when they had been discussed in the group. Within the group there was also a good possibility that when one student was in error, someone else had the correct answer.

EXPLORATION

In much the same vein, another student's comment on the project provided a glimpse of student reactions to exploration activities.

> "I like it. I'm learning more now than if I just went to class every day. These are easier...We do little activities and stuff, and we get to be involved rather than just sitting down and listening to a two-hour lecture. It's a whole lot better. Just when I think it's Mickey Mouse, Scott comes up with something which blows my mind."
>
> "(The program) helped me think more on my own... the material's hard, and it's just that we never know if we're doing right or wrong...it's like we have to figure it out for ourselves, which is disgusting! We've learned how to think more rather than just getting the teacher to tell us. I would take another class like this one; it helped me."

Not all students, however, indicated the same level of tolerance for, or interest in, this experiential-based approach. In fact, some labeled the exploration activities silly. But overall the projects received high marks from students as valuable sources of stimulation in helping them become more self-directed learners.

ISSUE #5: Do students complete coursework more often or have better attendance?

One indication of student satisfaction is their retention in the program. Several programs reported higher than average retention rates for the classes involved. Projects which offered courses over two terms were also able to review enrollments in second-term courses and arrive at other retention figures that reflected students indicating a willingness to spend more time in project classes. This latter figure must, however, be interpreted carefully since the decision of many students about second term enrollment was not related simply to satisfaction with the project, but also included the availability of needed coursework. Often the type or level of course needed simply was not available through the COMPAS program.

Lower attrition from project courses was coupled with another generally positive trend: more consistent attendance. While formal records were not routinely kept, faculty noted an obvious increase in attendance as well as a new level of community among students. In several project sections, students were able to explain the absence of their colleagues or indicate when someone would simply be tardy. This level of familiarity worked both positively and negatively, for a faculty member could not determine the validity of a student's absence simply because half of the students present provided the same explanation.

Despite higher attendance rates and lower attrition, most students who indicated initial anxiety or apprehension about college retained those feelings after program participation. However, the number reporting such anxiety was routinely low at all project schools.

ISSUE #6: Do students recognize skill emphasis in other courses?

Obviously, in those projects where logistical problems resulted in little overlap between classes, students could not be expected to have much recognition of the skill emphasis of other courses. The learning cycles' emphasis on cognitive reasoning undoubtedly raises awareness levels somewhat, but a coordinated, multi-disciplinary approach seems necessary for students to be aware of cross-course skill emphasis.

The COMPAS experience suggests that a key factor in heightening student awareness is the two-stage process of raising the question of skill emphasis with students and then providing coordinated, multi-disciplinary examples to illustrate common thrusts. Harper, Seminole, Prairie, and Surry students all volunteered examples in which the commonality of some skill or example was obvious. Joliet students were not interviewed.

ISSUE #7: Do students perceive the relationship between disciplines differently?

The COMPAS emphasis on a single cognitive approach, and efforts to foster a common group experience tended to decrease the students' focus on disciplinary boundaries. But this impact was neither obvious nor routinely noted on each campus. Where more coordination was accomplished, as at Harper, Seminole, and Surry, it was expected that more attention would be given to this project dimension though no solid evidence supported this contention.

SUMMARY OF QUALITATIVE DATA

Of the many factors monitored during evaluation, the one which seemed to summarize the rest was immersion. The degree to which a student

-- felt a part of something different,

-- was consistently exposed to learning cycles,

-- was involved in a variety of project classes which had high percentages of project students, and

-- became involved in project activities

seemed to dictate project performance on all preset criteria for project success. The type of student identified in project recruitment profiles, the type of faculty involved, the classroom atmosphere, reliance on Piaget's theory, and the project's focus on cognitive development all served as independent variables in an apparent causal chain where various measures of immersion became the dependent outcome. As outcome, immersion was described as factors in determining students'

-- reasoning skill improvement,

-- orientation to college work,

-- social coping skill development,

-- level of self-direction as a learner,

-- rate of retention and attendance,

-- level of recognition of skill emphasis in classes, and

-- perception of the relationship between disciplines.

Ultimately, project impacts would have to be determined by analyzing the varied indices of immersion for each student along with outcome measures to determine relative importance of those independent project thrusts.

REVIEW OF QUANTITATIVE RESULTS

The cognitive scale was designed to assess the performance level of college students on a series of tasks selected to represent mental functioning from concrete operational through a transitional period and into formal operational. Each stage is associated with a set of mental capabilities and a level of knowledge about the world which results in a set of logical operations different from those in the preceding stage.

For example, children in the preoperational stage, roughly three to five years of age, are unable to understand that an amount of water poured from a short, wide glass into a tall, thin glass is still the same amount of water. The increase in height of the water leads them to conclude that the tall glass contains more water. Piaget refers to this focusing on only one aspect of a stimulus array, in this case the height of the glass, as centration. The child who realizes that although both the height and the width of the glass change, the amount of water remains the same, uses conservation reasoning. Conservation merely means the child is able to understand that altering an object on one dimension does not change it in every dimension. Children in this stage still rely on the presence of a concrete object on which to perform the transformation operations but have moved beyond the preoperational child in their understanding of quantitative relationships.

According to Piaget, a person on the formal operational level is able to use abstract hypotheses rather than rely on hard facts or objects. Thus, the formal operational individual is able to operate at a purely symbolic level. In addition to this change in the ability to function abstractly, the level of logical formality also changes to include both deductive and inductive reasoning. This is the level at which Piaget's theory predicts most college students should be functioning.

Students of the age of those in this study would be assumed to have attained the highest level of logical knowledge, the stage of formal operations. Previous research has indicated, however, that college students frequently do not evidence an understanding of formal operations (Elkind, 1961; Towler & Wheatly, 1971), and for that reason a series of items designed to measure concrete operations were included in the scale.

The scale was constructed by selecting items from An Inventory of Piaget's Developmental Tasks (Furth, 1970) and a measure of cognitive development developed by Tomlinson-Keasey and Campbell (1974). All the items were drawings of common Piagetian tasks with four choice alternative drawings pictured below.

Four item sets were selected which measured conservation of quantity, conservation of weight and conservation of perspective, all tasks which are successfully completed during the concrete operational stage. Two additional sets of four items designed to measure conservation of volume, ability to make inferences, as well as a measure of propositional logic and a measure of inductive reasoning were combined to measure formal operations.

THE PARTICIPANTS

The size of the participant pool varied for each of the two measures. The anxiety measure was administered to 235 program participants as well as 200 control subjects. The cognitive measure was administered to the 235 program participants, of whom only 155 completed the post-test, and because the major results relate to these subjects, the demographic data for this group is presented in Table 1.

TABLE 1

Number, Sex and Mean Age by School

School	Sex of Subjects* Males	Females	Mean Age in Years
Illinois Central College	15	9	20.5
William Rainey Harper	18	14	18.0
Prairie State	15	9	22.1
Joliet	5	4	18.8
Surry	1	13	20.7
Allegheny	13	15	25.1
Seminole	12	12	19.0
TOTAL SAMPLE	78	76	20.5

* three cases had missing values.

ASSESSMENT OF THE COGNITIVE MEASURE

1. Reliability and Item Analysis

Table 2 shows the standardized alpha reliability for the total cognitive measure and the various subscales at both the pre-test and post-test administration. The reliability for the scale as a whole was high at both administrations and was consistent across administrations.

TABLE 2

Standardized Alpha Reliability Coefficients
for the Cognitive Measures
Pre-Test and Post-Test

Scale	No. of Items	Pre-Test	Post-Test
Concrete Operations	12	.75	.76
Conservation of quantity	4	.24	.25
Conservation of weight	4	.80	.77
Conservation of perspective	4	.65	.63
Formal Operations*	8	.58	.72
Conservation of volume	4	.72	.67
Inferences	4	.39	.74
Cognitive Measure	20	.79	.82

**Because of the nature of the questions testing propositional operations and inductive reasoning, reliability coefficients could not be computed.*

An inter-item correlation revealed a substantial independence of the 23 items. These correlations ranged from -.05 to .62 with a median of .13 on the pre-test administration and from -.09 to .54 with a median of .14 on the post-test. This suggests that each item measured a relatively unique component of the variance.

The items are correlated highly with the subscale in which they are contained; that is, concrete items correlated highly with the concrete scale, and formal items correlated more highly with the formal scale score. Conservations of volume and inferences, items which were included because they indicate change from concrete to formal operations, correlated equally with the concrete and the formal operational scale scores.

2. Factor Analysis

To determine the underlying structural relationship between the items, a factor analytic procedure was applied to the items. A commonly accepted method for indicating that items measure similar aspects of performance is to examine the relationship between the items in terms of their factor loadings. Items which have high loadings on the same scale are taken as measuring some aspect of the same underlying psychological dimension. The data were subjected to an alpha factor analysis with an oblique rotational system. The factor structure was also determined for the measure on both the pre-test and post-test administration, and the results led to the same conclusions. Eight distinct factors emerged which were easily interpretable in terms of the measurement instrument's objectives.

Interpretation of the factors which resulted from this analysis was based on loadings higher than .30. Comrey (1973) has suggested that these loadings are the lowest value which should be interpreted, and the higher the loading, the more confidence one can place in the interpretation. The factors were identified, and the results point to the validity of the scale, at least insofar as the items which should conceptually form factors do so with reliability.

3. Cognitive Results

The large amount of data in the study made the presentation of a consolidated results section very difficult. Comparisons were made between schools and across schools, as well as by age and sex. The changes observed in individuals will be reviewed, and the conclusions which can be drawn from all of the results will be presented in a summary at the end of this section.

TOTAL SCALE

Table 5 presents the total scale scores on both the pre-test and the post test for each school, including the results of t-tests to determine whether the scores changed between administrations.

Before examining the pre-test to post-test changes, it is appropriate to determine the equivalence of the schools at the beginning of the study. In addition, the relative impact of age and sex must also be considered. Several attempts were made to define the age variable, and the most illustrative came from a mean split. Thus, age here has two levels, above the mean (21 and over) and below the mean (20 and below).

TABLE 5

Pre-Test and Post-Test
Mean Cognitive Scores by School
with t Values and Probabilities

School	Sample Size	Pre-Test	Post-Test	t	p<
Illinois Central College	25	29.76	32.24	4.15	.01
William Rainey Harper	31	33.94	36.84	2.22	.05
Prairie State	23	36.43	36.87	0.26	n.s.
Joliet	9	27.67	32.11	1.85	n.s.
Surry	15	28.93	29.33	0.29	n.s.
Allegheny	27	31.59	34.15	2.45	.05
Seminole	22	27.45	36.50	8.55	.01
TOTAL SAMPLE	152	31.41	34.54	5.95	.01

A Sex by Age by School analysis of variance was performed on the pre-test data. The age variable did not affect the results, and none of the interactions were significant. The students at the various schools did differ in their cognitive abilities at the beginning of the project, $F(6, 129)=3.84$, $p<.01$. Joliet, Surry and Seminole students performed significantly lower than the other students in the sample, while Prairie State students were significantly higher. In addition, the male students in the study began the study with significantly higher cognitive scores than the female students, $F(1, 128)=3.70$, $p< .05$. This finding was not surprising since previous research had indicated a similar result. It is important, however, as an indication of the validity of the scale insofar as establishing a similarity between the present study and previous work helps verify that the scale is measuring the same variables.

Comparison of the subscale scores of men and women revealed that the sex difference arose primarily from differences in ability to conserve perspective, $t(150) = 3.19$, $p<.01$, and the ability to use inductive reasoning, $t(150) = 2.40$, $p<.05$. The obvious link between these two tasks was their dependence on mental manipulation of spatial information. From previous research, there is evidence that men and women differ in their ability to solve spatial relations problems. Thus, the finding here is consistent with previous research.

The same analysis of variance was performed in the post-test total cognitive scores, and only the school effect was significant, $F(6, 128) =4.16$, $p<.01$. Surry again was the lowest school, with the remaining schools forming two distinct clusters. The first cluster,

Illinois Central, Joliet and Allegheny, formed a middle group whose performance was significantly lower than Harper, Prairie and Seminole. These results must be considered relative to the pre-test performance, and, as can be seen in Table 5, three schools demonstrated no changes in cognitive performance, while the remaining four had significant improvement.

Prairie State was the highest at both administrations, and their failure to change could well represent a ceiling level of responding. The amount of change at Illinois Central, Harper and Allegheny was approximately equivalent, and these students formed a distinct group on both the pre-test and the post-test. Joliet showed a large quantitative improvement; this increase was primarily in the formal operations scale, but the small size of the sample and the amount of variability make these data unreliable.

The most intersting comparisons are those of Surry and Seminole. Surry showed significantly lower performance than the majority of the schools on both the pre-test and the post-test. While the reasons for this failure to change are important for the more far-reaching purposes of the study, from a quantitative perspective they allow us to consider this group as a control condition. The students had been selected for the Surry program, which had the same objectives, yet the lack of any change indicates that maturation alone could not have accounted for differences observed in the other samples. Seminole students were in the lowest group on the pre-test but demonstrated a dramatic change in their cognitive performance by the post-test. Their response on the post-test put these students in the highest group.

The sex effect which had been observed in the pre-test analysis failed to emerge in the post-test scores. The advantage which the male subjects had shown in the pre-test data was not evident in the post-test. It is difficult to tell from the data exactly why this change occurred. One hypothesis might be that women benefited more from the program than men, but this is not likely since the Sex by School interaction was not significant, yet the schools did differ in their degree of improvement during the study. If women were being influenced more by the effects of the programs, one would expect differential improvements by schools.

An alternative explanation is that women changed more as an effect of maturation or school in general than did the men. The scores suggest that while the women actually showed slightly less change than the men on the concrete component of the scale, they made substantially more improvement than the men on the formal operations component. The important point is that the total score of the women improved more than the men.

Finally, it would be possible to argue that since the men started at a higher level, they may have demonstrated a ceiling effect. While this is difficult to prove or disprove, the men's starting level of performance was only 70% of the maximum total, and this score improved to 76%. These scores argue against ceiling level performance.

INDIVIDUAL ANALYSIS

The course of development outlined by Piaget suggests that across the period of the study, there should be a progressive improvement in the ability of subjects to perform more complex tasks. He has indicated that subjects in any stage should be able to successfully complete at least 50% of the tasks at that level.

To examine the changes across the term of the COMPAS project, subjects were placed into one of three categories based on their pre-test scores. Subjects who failed to pass more than 50% of the concrete operations tasks were categorized as non-conservers; those who passed more than 50% of the concrete tasks but failed to accurately respond to 50% of the formal operations tasks were identified as transitional, and finally those subjects who exceeded a 50% correct on the formal operational scale were considered formal operational. Table 8 shows the distribution of subjects in each category at each school.

TABLE 8

Piagetian Classification of Subjects
by School in Percentages

School	Testing	Concrete	Transitional	Formal
Illinois Central College	Pre	8	32	60
	Post	0	20	80
William Rainey Harper	Pre	3	22	74
	Post	3	6	81
Prairie State	Pre	0	8	92
	Post	0	0	100
Joliet	Pre	0	67	33
	Post	0	22	78
Surry	Pre	13	13	74
	Post	7	7	86
Allegheny	Pre	4	22	74
	Post	4	0	96
Seminole	Pre	0	55	45
	Post	0	5	95
TOTAL SAMPLE	Pre	4	31	65
	Post	3	14	83

In every instance, subjects who were in one category at the beginning of the study either remained in the same category or moved to a higher category. This is important since a fundamental assumption of Piaget's model is

that progress is irreversible; thus, no subject should score lower on the post-test than on the pre-test.

At every institution, the movement of the students was toward formal operations. The schools which showed the most dramatic change in the previous discussion of the quantitative results also showed the most dramatic shift in percentages of students toward the higher level, the result one would predict. The most notable characteristics of the individual data were the change in the total sample from 65% formal operational on the pre-test to 83% on the post-test, and the fact that at the beginning of the study 31% of the subjects did not give evidence of being formal operational. The latter finding agrees with previous research which has suggested that a substantial percentage of college students has not achieved the formal operational level.

THE RELIABILITY OF THE PAPER AND PENCIL SCALE

The use of a paper and pencil cognitive development scale is often seen as contradictory to Piaget's concept of evaluating individuals. Piaget generally used real-world observations combined with testing procedures which allow the person to view the objects under consideration. To assess whether the paper and pencil scale yields the same results as in vivo testing, the project schools were asked to use Piaget's procedure by testing a sample of the students who also completed the paper and pencil scale. The in vivo testing included three of the types of items from the cognitive scale: conservation of perspective, conservation of weight and the pendulum task (inductive reasoning).

Five schools, Surry, Joliet, Harper, Prairie State, and Illinois Central, submitted taped interviews with subjects, resulting in a total pool of 25. Table 14 shows the correlation of the in vivo testing with the cognitive scale including the subscales and a total score composed only of those items which appeared in both testing modes.

TABLE 14

Correlation of Paper and Pencil Cognitive Scale and In Vivo Cognitive Testing

Paper & Pencil Scale	Weight	In Vivo Perspective	Reasoning	Total
Weight	.93	.89	.79	.91
Perspective	.79	.95	.83	.88
Reasoning	.77	.85	.92	.90
TOTAL	.90	.92	.92	.90

There was a very high correlation between the two testing modes, giving greater credibility to use of the paper and pencil scale. There were no differences in the magnitude of these correlations across schools; thus, no data by schools are presented.

ANXIETY RESULTS

The Spielberger State Trait Anxiety Inventory (STAI) was administered to the subjects in the sample as well as to control groups at each campus. The results of the pre-test and post-test administration of these scales are shown in Table 15.

TABLE 15

Mean Anxiety Scores at Each Administration for Program Students (E) and Controls (C) at Each Campus

School	Group	Pre-Test State	Pre-Test Trait	Post-Test State	Post-Test Trait
Illinois Central College	E	37	42	38	40
	C	36	37	37	38
William Rainey Harper	E	38	40	38	40
	C	37	37	38	39
Prairie State	E	35	33	36	35
	C	36	36	36	37
Joliet	E	39	41	37	41
	C	--	--	--	--
Surry	E	38	31	41	43
	C	38	39	39	40
Allegheny	E	37	38	37	37
	C	38	38	38	37
Seminole	E	41	38	40	39
	C	38	35	37	--

There were no school differences or between-group differences when these data were analyzed using a School X Group analysis of variance. Apparently the subjects at the beginning of the study were not different from the control groups, nor did their involvement with the program affect their anxiety level. This variable was included because the anxiety level which an individual brings to a situation often influences performance. Thus, the failure to find differences on this affective measure, while differences did emerge on the cognitive measure, suggests that the cognitive differences were not directly attributable to the level of arousal which the participants brought to the study. Finally, further analysis indicated that neither age nor sex affected the STAI score.

SUMMARY OF QUANTITATIVE RESULTS

The quantitative data yielded results which lead to several conclusions. First, the cognitive scale constructed for this study was reliable and gave several indications of validity. This adds to the strength of the conclusions.

The major conclusion from the cognitive data is that the programs at the various schools were able to effect a change in cognitive performance, though the magnitude of the change differed between locations. The explanation of these differential changes will be an element in the compromise between the qualitative and the quantitative results. However, it is important to demonstrate that changes in cognitive performance consistent with the theoretical model proposed by Piaget can be implemented in college settings, and optimal conditions for designing these interventions can be defined.

The data from Harper broaden one's understanding of the program by suggesting that any attempt to determine which students will benefit from the program on the basis of pre-enrollment scores is unwarranted. Additionally, there was no evidence that the cognitive measure, the placement tests or the ACT predict classroom performance. Thus, while the level of cognitive performance for individuals did change, there was no evidence that this type of functioning was represented in the measurement devices used to determine course grades. These results must be interpreted cautiously since they are based on only one small sample, but they certainly provide a direction for further investigation.

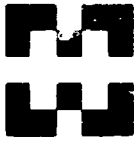
The final quantitative measure, the Spielberger State Trait Anxiety Inventory, indicated that the sample of students in the project did not differ from a set of control subjects on either their present or more fundamental level of anxiety. This is important since a person's anxiety level influences performance, and would suggest that in the present study this difference does not account for the variations in cognitive performance. The possibility cannot be ruled out that when elevation of anxiety occurs, in a testing situation for instance, the program subjects may be more affected. It is likely, however, that this measure represents the instance of variable which does not distinguish the program students from other students on their campus.















5

REFLECTIONS

Site Director's Reflections

Project CREATE

by Scott Stevens

One of the most rewarding aspects of the program is its potential as a medium for faculty development. The interaction with colleagues and the opportunity for reflection on teaching methods are outstanding. Many pedagogical techniques developed for the program have been incorporated into other classes taught by the project faculty.

Having the institution choose the students for the program rather than allowing the students to choose for themselves has drawbacks. The students need to have the option of entering the program. Placing students in the program without their knowledge and consent can lead to resentment, no matter how well-intentioned the act or how good the program.

Education majors proved particularly well-suited for the program. Like most entering freshmen, the majority were at the concrete level. Even those already at the formal level gained by the approach because they could see the application of this teaching method to their future vocation.

Surry's administration made every effort to help the program, and every possible consideration was given to requests from the program. Still, it would have helped to involve the administration further. More participation in routine program operation would give administrators a better understanding of the program and develop their vested interest in its continuation.



Site Director's Reflections

Project DOORS

by Dick Thompson

My involvement in the DOORS Program and the COMPAS Project has resulted in some of the most rewarding, satisfying, and challenging experiences of my 23-year teaching career. Participation in the DOORS Program has given me the opportunity to associate with the most dynamic, creative instructors at Illinois Central College. By the same token, I was impressed with the overall quality of the individuals at the six COMPAS sites. Working with all of these people -- DOORS and COMPAS -- in a cooperative venture has enabled me to become a more effective classroom teacher. I have not only been made aware of the needs and concerns of other teachers but also those of students.

Practically every community college in the nation provides remedial programs for those students with serious learning deficiencies. Also many schools have developed or, like Illinois Central College, are in the process of developing honors programs for the gifted students. But what about the average or just-below-average students? What about the students who are "marginal" or "under-achievers," and want to enter transfer-degree programs? And what about those that come to the community college, but are uncertain of their career goals, or those that are returning to school after a long absence? What programs and/or opportunities are available to these students? The DOORS Program at Illinois Central College, and those developed at the COMPAS sites, answer a pressing need that exists at most schools. These programs offer students a new, unique way of beginning their college careers. I am very happy and proud to be associated with both of these projects.

Site Director's Reflections

Project LIFT

by Pearly Cunningham

As site director, I went into the project hoping it would bring two things to South Campus:

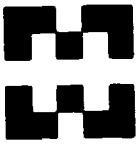
1. increased concern for formal thinking and its expression by students, and

2. a crossing of the gaps between the science and humanities areas.

The Learning Cycle method is one I have used for some time in teaching introductory classes. I still feel it is a viable, perhaps the best, way to present material to the person new to a discipline. The materials developed by the staff of Project LIFT are very good, and faculty are using them in classes other than their project classes. It is difficult for faculty teaching eighteen or more credits each term to find time to reflect on what has been done, what didn't work, and how a certain process could make it better.

However, through this reflective process education improves, and teachers develop professionally. I feel that this phase of the project was successful. There have been changes in the way staff presents material, especially increased sensitivity for presenting material at the student's level. Also, project faculty required more coherent writing from the students.

Unfortunately, for reasons cited in the report, we did not succeed in the goal of reaching a common group. If starting over with the present experiences, project staff would bypass normal enrollment channels. What remains is for the project to spread to a greater number of faculty. In the past, concern has been expressed on campus over faculty development, but this is the first project to attempt to influence teaching across department bounds. We on the project are still trying.



Site Director's Reflections

Project PATH

by Betty Windham

The invitation for Harper to participate in the COMPAS project came in 1977, when declining enrollments caused the administration to initiate aggressive recruitment efforts and investigate ways of improving student retention. This made my job of selling the project to administrators and the Board of Trustees much easier because prior evaluations of the DOORS Program at Illinois Central College had shown that student retention was a significant outcome of their program. To ensure similar outcomes in the PATH program and to provide a mechanism for feedback between students and faculty, I felt that a counselor should be an active member of the program team.

In reviewing our first year's program, I am still firmly convinced that a major factor contributing to our program's success was the interest and active involvement of the program counselor. Besides supervising the recruitment, screening, orientation, and registration of PATH students, our counselor taught a one-hour Human Potential Seminar for PATH students. Activities that took place during the seminar between students or between students and faculty helped form a close-knit student group and break down tensions that frequently exist between students and teachers. Continued academic and, for some, personal counseling of PATH students has helped the staff maintain close contact with them.

A second component of the PATH program which proved very effective and which I would recommend to anyone interested in setting up a similar program on a community college campus was the Reading/Study Skills course. Since we recruited students from the second and third quarters of their high school classes, many of whom were under-achievers, this course provided instruction in study skills requisite for a successful academic experience. In addition, the instructor was able to use assignments from other PATH courses as real-life examples for teaching reading strategies.

Weekly staff seminars proved as effective a tool for faculty development as they were for program development. Interchanges about students' progress and reactions to various aspects of their courses and the program provided valuable insights and reinforcements for the faculty, who often became frustrated by students' seeming lack of progress in developing reasoning skills and understanding course concepts.

Seminars and well-planned courses notwithstanding, the program would not have gotten off the ground if it had not been for the dedication and commitment of the PATH faculty. Open to new ideas, willing to try new teaching methods, and deeply concerned with the intellectual development of their students, they were the driving force that brought about the success of PATH at Harper College.



Site Director's Reflections

Project RISE

by Glenn Schmitz

Overall, the program went very well during the first run-through. We had some problems selecting students for the program, and now I realize that to do a good job in recruiting, we must get started early. That is one thing I would change by starting in the fall to recruit for the next fall semester. In addition, I would send out a brochure with every request for an application of admission to the college so that awareness of the program would be increased.

One problem in our program was the reluctance of some faculty to share materials. This is a must in such an instructional program because sharing materials is the only way that ideas can be bounced off one another. The end result is a stronger set of program materials.

In running the program again, I would seek a commitment from the faculty involved to meet regularly to discuss problems. This was a shortcoming in our program. I believe it is also important for students and faculty to sit down periodically and interact honestly.

Being associated with such a program has brought a certain amount of prestige to our school and myself. I have enjoyed sharing the pluses and minuses of the program with others on the phone, and presenting aspects of the program at professional meetings.

It gave me great joy to see a change in some of the project faculty and to see that some materials that they have developed have been incorporated into their courses. This faculty growth has helped the college.

I have learned that the program director must fill a number of roles in the program. He or she can't take anything for granted and must constantly look for things that can go wrong. One reason our program did not run this year was a breakdown in communications with the incoming students at orientation, which resulted in no students enrolling in the program. The director needs to have time to check all these pitfalls, such as making sure that courses in the schedule have been flagged to exclude students not in the program, and checking applications and transcripts with the counseling department.



Site Director's Reflections

Project STARS

by Alexander Dickison

One question that eventually must be asked of any activity is whether the results are worth the effort. This is particularly true in my situation because the only reward I get for doing a good job is personal satisfaction. The reward I received was great; in fact it is probably one of the most important reasons I am still teaching.

Before this project, I was somewhat cynical about education, and had begun to feel that the educational bureaucracy had grown to such an extent that no one really cared what anyone learned anymore. This project showed me that there still exists a solid core of excellent, caring faculty who put teaching ahead of everything else. This faculty shared with me their knowledge and feelings and rejuvenated my desire to teach.

I also feel the project dealt with important issues in education. We were attempting to put student thinking above subject matter content. In our project, it became more important for the students to think than to memorize facts. That to me is what a college education should emphasize.

In addition, the students enjoyed the program and benefited from it. What more can be asked?



Site Director's Reflections

Project STEPPE

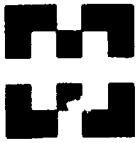
by Wilbur A. Miner

To say the project was worthwhile and valuable is a gross understatement. My purpose for getting involved was a long-standing desire to improve my teaching, to try something different, to investigate alternatives, and to share the effort with someone else. At no time did any of us think of this as the final answer to our teaching problems but rather as something that could be used and incorporated into our present programs. The ideal would be to repeat the entire project. We stumbled many times and made many errors.

In reflection, I would want a stronger commitment from the administration. I would recommend a faculty committee to monitor and evaluate the program. This could be a standing committee like a curriculum committee which could also aid in communicating with the administration and the rest of the faculty. We were fortunate to have a talented, dedicated staff from Illinois Central College to help in training and leadership.

I see the project as an ideal opportunity for some teachers to grow by trying an alternative to their teaching methods. There was certainly no evidence that any students suffered because of it. It did create a lot of frustration and some anxieties for the teachers, but this only produced some positive deposits in their warehouse of teaching skills and made me feel good about the whole project.

There is no one way to teach, no best way, and any time we can offer viable alternatives to an already good teacher, we can only gain in the end.



The PATH Mathematics Courses

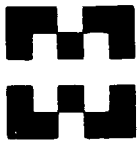
by Therese Butzen

Two courses in mathematics were selected for PATH students, and placement was based on performance on a skills inventory. Very little flexibility is practical in teaching elementary algebra, the lower level of the two courses, because a large number of new concepts and skills must be mastered due to the course's placement in a sequence of math courses. Discovery-based activities had to be infrequent and consume little class time.

We placed almost all students who had demonstrated mastery of elementary algebra into Liberal Arts Mathematics. Because this course is not in the technical, business, or engineering math sequences, it does not have a rigidly defined syllabus. Therefore, there was enough flexibility to include many activities designed to develop problem-solving abilities.

Students were disequilibrated because this approach in a math course was so different from any to which they had previously been exposed. They resisted being asked to think instead of being given a set of steps which, if memorized, would always work on a particular type of problem. There is a place for both teaching strategies, but math teachers rarely have the luxury of time to make a significant effort to develop students' general reasoning skills as I did in the PATH program. I regard such skills as necessary for students if they are to apply mathematics to real-life situations.

I enjoyed the concentrated exposure to faculty in other fields and learned from them as we worked and struggled together to implement activities that would foster growth in reasoning skills.



The PATH Human Potential Seminar

by Nancy Fojo

The Psychology 110 Human Potential Seminar which I taught as part of the PATH program had a two-fold purpose. The staff decided that to create and maintain an esprit de corps among the PATH students, a weekly meeting was necessary. The Psy 110 class time included get-acquainted activities; students shared their perceptions and problems about their coursework; study groups were formed; and on several occasions, all PATH faculty attended these get-acquainted activities and student feedback sessions.

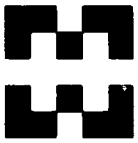
The second purpose of the class was to provide career exploration and planning instruction. Since a criterion for admission into the PATH program was indecision about a college major, this aspect of the course was intended to be emphasized. In my final analysis, however, the seminar part of the course was more beneficial and more important to the students. The opportunity to discuss course progress, or lack of it, and feelings and perceptions about the program transmitted a student-centered attitude not often found on large college campuses. I still see and counsel last fall's PATH students, and they continue to see each other as well.

In addition to facilitating the Psy 110 course, I assisted in the recruitment, selection and orientation of the PATH group. Each member of the PATH faculty team participated in this endeavor, which contributed to positive faculty attitudes toward our student group because people support that which they help to create.

My frustrations about the program centered mainly on time. It always seemed as if there was not enough time for PATH faculty meetings, for class, and for student appointments. I labored to organize the class sessions, only to cast my well-laid plans to the wind so students could express their opinions, form a study group, or talk about some issue. While I felt this was necessary and positive, it did detract from formal presentations on career exploration.

For me, the most positive aspects of the program were the interactions and friendships formed with my fellow PATH instructors. We gained great insight into and appreciation of what each of us does as teacher or counselor. If each member of our faculty could experience what I have over the last two years, Harper College would have the most well-integrated, complementary faculty in the country!

Thanks, COMPAS!



The PATH Reading Course

by Lee Kolzow

Teaching Reading 104 could be described as a reading teacher's dream as far as the assignments and classroom activities were concerned. My curriculum was tailored to the other PATH courses, so I was able to teach reading using real world examples: the students' assignments. This was very important because reading is often taught as an isolated skill. During the PATH program, reading never had to be taught as isolated skills, but was always presented as strategies relevant to the reading assignments given by other PATH teachers.

My main frustration with the program centers on the time factor. I never had enough time to cover the amount of material. This was true especially for the poorer readers who needed remediation but never received direct instruction or practice in lower level materials. Because we were using the political science text, the English readings and the physical science materials, the instruction took place in grade 16+ level material. Often the students lacked the vocabulary or kinds of experiences needed to cope with the required level.

Generally, I feel I made a positive contribution to the program and that I was an important cog in the PATH machinery.

ED219113

Community College Enrollment In the Humanities

Fall Quarter 1979 - Fall Quarter 1982

Funded by the

National Endowment for the Humanities

Prepared by the

Washington State Community College Humanities Project

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STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY COLLEGE EDUCATION

JC 820 370

COMMUNITY COLLEGE ENROLLMENT IN THE HUMANITIES

1979 - 1982

A REPORT

BY

THE WASHINGTON STATE COMMUNITY COLLEGE HUMANITIES PROJECT

PREPARED FOR

STATE BOARD FOR COMMUNITY COLLEGE EDUCATION

JOHN N. TERREY, EXECUTIVE DIRECTOR
HELEN RADKE, CHAIRMAN OF THE BOARD
JOHN SPELLMAN, GOVERNOR

FUNDED BY THE NATIONAL ENDOWMENT FOR THE HUMANITIES

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CHAPTER 1

INTRODUCTION

I. INTRODUCTION

The information contained in this book is intended to be useful to people at all levels who are concerned with and about the humanities in the community colleges of Washington State. What is contained herein is not complex. It requires neither accounting or data processing skills, yet it does provide a number of answers to those puzzling questions you've had about the humanities but have always been afraid to ask.

The book will be published four times under the aegis of the Community College Humanities Project. Popular demand will determine if it to be continued after the termination of the project.

The information is based upon Fall Quarter data reported to the State Board for Community College Education under the 10th class day counting method. It is reconciled and finalized about mid-January.

The basic data in the book was taken originally from computer print outs but much of it was recomputed by hand. It is thus vulnerable to human error in computation and transcription. Rounding creates some error but the convenience of dealing with two-digit numbers is preferable to the resultant loss in accuracy.

The FTEF (Full-Time Equivalent Faculty) data requires careful interpretation since it is a calculated quantity. If the table shows FTEFs of .31, .32, .33, .34, and .35, assume that the numbers represent about 1/3 of a load for a full-time instructor. The differences have some impact on student/ faculty ratios but if the student/faculty ratio at college X is 20:1 and at Y is 23:1, many factors could account for the difference, but they are in the same ball park. Be sure to check out the other tables before reaching conclusions.

Only in the FTEF tables are numbers less than 1 shown. In all others, numbers less than 1 are shown as 1.

Do not be concerned about the failure of totals on the course schedule printout to always correspond to the data in the tables. In some cases, hand corrections of obvious coding errors have been made and in other cases courses such as Physical Anthropology have been eliminated from the Anthropology HEGIS grouping since the NEH does not include it within its jurisdiction. In any case, corrections were not made to copies of the course schedule printouts included in this book. The project office will keep corrected copies on file to assure consistency throughout the four years spanned by the project.

In the final analysis, the information is close enough for government work, be the reader a college president or a first line practitioner in the trenches, as long as the reader exercises good judgment. The prudent reader can regard the availability of the book as a constructive resource. Comfort can also be taken from the fact that the information will not be used punitatively.

For those who are unfamiliar with HEGIS groupings, please be informed that they are part of a scheme, national in the scope, for classifying courses so that comparative data can be gathered. If you want to know more, see Appendix A which lists the different disciplines that fall within each HEGIS group. However, by perusing the courses listed under Anthropology, you quickly gain a sense of how the HEGIS classification system works.

CHAPTER 2

ENROLLMENT SUMMARY TABLES EXPLANATIONS

II. ENROLLMENT SUMMARY TABLES EXPLANATIONS

A. Annual Summary Data

The first set of tables contains information for fall quarter only. It displays the information by HEGIS group for the system and for each individual college.

B. Tables 1-A-79, 1-A-80 and 1-A-81

These tables show FTEs, Full-Time Equivalent Students. For example, for fall quarter 1979, the system enrolled 8,892 FTES in courses identified as Humanities, of which 1,582 were in Sociology and of these, Peninsula College enrolled 8. This table shows gross enrollments (FTES) by discipline throughout the system.

C. Tables 1-B-79, 1-B-80 and 1-B-81

These are tables of percentages. For fall quarter 1979, it shows, for example, that 18 percent of the humanities enrollments are in Sociology, but the range from college to college is considerable (5% to 33%): We might conclude that this is interesting and warrants further study. For example, could an additional section be added without diluting other humanities offerings? Consulting subsequent tables and the course schedule section could lead to valuable scheduling insights once all available information was taken into account.

D. Tables 1-C-79, 1-C-80 and 1-C-81

These tables deal with student/faculty ratios produced from information contained in Tables 1-A and 1-D and Tables 1-A and 1-D. Generalizations are possible: Small colleges typically have lower student/faculty ratios (surprise!), for example. However, avoid conclusions like: Skagit Valley College is less efficient than Tacoma because the student/faculty ratios are generally lower. Look at institutional sizes, district configurations, operational modes and then draw conclusions carefully.

E. Tables 1-D-79, 1-D-80 and 1-D-81

The value of these tables is minimal. They give the reader some rough idea about the number of equivalent faculty engaged in teaching in the humanities but, of course, many more different individuals are involved. It may take five part-time faculty to produce one FTEF, or an individual

full-time faculty member may generate more than one FTEF if he or she "moonlights" by teaching an evening class. Values assigned for supervising students in independent study activities may vary greatly and there are other cases where variation occurs in ascribing value to assignment. This does not invalidate the data. It simply means that conclusions drawn must allow for some imprecision in the data.

The second set of cumulative summary data tables displays cumulative data by HEGIS group so that one may track humanities enrollment by college by discipline over a four-year period. The first column displays FTES, the second column converts FTES into percentages and the third shows student/faculty ratios. The first and third columns are the same for all cumulative tables. The second column is different for Table 2-A-C, the figures represent the percentage of humanities enrollments of total (academic and vocational) state supported enrollments. (Contracted and community service enrollments have been factored out for all summary tables.) Thus, of the total state supported FTES in the system for both fall quarter 1979 and fall quarter 1980, ten percent were in the humanities.

The second column for all the discipline (read HEGIS groupings) related tables shows percentage enrollments of state supported humanities enrollments. Thus, of the total state supported humanities enrollments in the system for fall quarter 1979, six percent were in anthropology. (You will recall that physical anthropology had already been factored out because it did not meet the NEH definition.)

Percentages of less than one are always reported as one. Others have been rounded to the nearest whole number. The cumulative summary tables should be of considerable interest to those concerned with the project. One of the stated objectives is to increase enrollments in the humanities. Many factors affect enrollments: Employment conditions and funding levels are two major ones, for example, and both are beyond control of the project. Nevertheless, it will be interesting to see what is happening. This provides a basis for analysis which could be useful. If history enrollments are declining generally through the system, but increasing in several colleges, one can examine the course schedule and student characteristic sections of the book to see what might account for the differences. Possibly new courses, scheduling changes, or off-campus offerings could be the reason. Perhaps new offerings in a Senior Center might be reflected in the shift in the average age of students enrolled or an increase in the number of women enrolled could be accounted for by courses generated from a newly implemented woman's studies program.

The course schedule section contains instructor's names and status to facilitate contact which would verify or amplify tentative conclusions reached as a result of examining the data. What would result, hopefully, would be greater insight throughout the system as to course configurations and strategies which have proven to be most effective in advancing the state of the humanities.

ENROLLMENT SUMMARY TABLES

TABLE 1 - A - 79

HUMANITIES FULL-TIME EQUIVALENT STUDENT (FTES) ENROLLMENTS

	Total	Sociology	Social Science	Political Science	Philosophy	Music History	Literature	Humanities & Social Science	History	Foreign Language	Ethnic Studies	English as a 2nd Language	Art History	Anthropology
SYSTEM	8892	1582	142	527	871	380	589	192	1548	1624	116	453	371	497
Peninsula	96	8	--	6	5	6	10	7	16	28	--	--	3	7
Grays Harbor	133	21	--	3	11	4	5	--	50	22	--	2	11	4
Olympic	260	43	5	18	26	--	31	14	65	38	--	--	5	15
Skagit Valley	297	16	20	10	34	12	20	19	75	49	21	15	5	1
Everett	364	85	3	17	21	9	13	6	55	54	--	91	4	6
Edmonds	231	39	2	16	13	14	34	--	40	46	--	--	6	21
Seattle Central	404	69	13	38	40	28	20	--	61	81	14	--	9	31
Seattle North	321	28	14	19	52	11	21	--	39	98	10	--	14	15
Seattle South	108	16	--	12	12	7	9	--	14	24	--	--	9	5
Shoreline	797	149	17	30	85	51	31	4	127	109	25	137	3	29
Bellevue	619	83	5	69	51	--	60	7	68	164	5	34	12	61
Highline	531	76	17	25	58	21	25	6	103	129	--	11	8	52
Green River	403	87	--	30	67	2	17	7	77	70	--	--	8	52
Ft. Steilacoom	737	117	3	55	75	29	31	1	174	78	21	43	37	73
Centralia	295	54	8	1	19	32	19	9	62	62	--	--	21	8
Lower Columbia	152	58	--	5	23	5	4	--	35	19	--	--	8	3
Clark	389	74	22	23	39	10	26	--	56	98	--	--	36	5
Wenatchee Valley	211	36	4	8	8	7	3	25	35	43	9	1	18	14
Yakima Valley	281	69	2	20	24	15	7	1	42	74	3	10	9	5
Spokane	284	85	--	10	41	11	39	5	45	14	--	--	24	10
Spokane Falls	730	139	--	28	59	40	99	27	110	110	--	21	64	33
Big Bend	93	20	--	11	3	3	4	--	8	24	--	13	--	7
Columbia Basin	336	56	--	22	14	31	23	30	47	61	--	--	28	24
Walla Walla	232	46	--	6	44	3	22	16	43	42	--	4	5	1
Whatcom	105	6	--	10	6	--	10	7	25	15	8	5	--	13
Tacoma	483	110	7	35	41	29	6	1	76	72	--	66	24	16

TABLE 1 - A - .80
HUMANITIES FULL-TIME EQUIVALENT STUDENT (FTES) ENROLLMENTS

	Total	Sociology	Social Science	Political Science	Philosophy	Music History	Literature	Humanities & Social Science	History	Foreign Language	Ethnic Studies	English as a 2nd Language	Art History	Anthropology
SYSTEM	9947	1868	132	678	932	385	644	306	1919	1716	109	283	428	547
Peninsula	125	14	--	8	10	5	15	5	20	39	--	--	--	9
Grays Harbor	166	29	--	11	--	7	8	--	64	28	--	--	16	3
Olympic	324	45	4	25	38	--	23	28	102	33	--	--	6	20
Skagit Valley	306	33	7	15	43	16	24	15	85	44	12	--	12	--
Everett	381	125	--	27	16	7	14	8	109	69	--	--	--	6
Edmonds	280	37	1	16	22	12	21	1	57	63	--	10	11	29
Seattle Central	510	88	18	39	35	39	54	--	83	91	28	--	13	22
Seattle North	414	57	3	32	43	8	25	--	60	116	9	18	28	15
Seattle South	192	24	1	25	27	4	15	--	34	23	10	18	11	--
Shoreline	778	165	3	40	98	47	49	--	149	113	18	57	4	35
Bellevue	658	102	12	84	61	--	54	3	72	162	--	29	15	64
Highline	621	80	42	31	74	37	22	9	106	150	--	16	8	46
Green River	452	89	--	34	69	--	23	11	104	68	--	--	13	41
Ft. Steilacoom	724	165	2	51	60	28	18	1	185	76	15	10	31	82
Centralia	327	76	2	--	13	30	26	5	75	63	--	--	22	15
Lower Columbia	176	40	--	9	25	6	3	--	56	19	4	4	7	3
Clark	440	76	27	43	34	9	49	12	56	87	--	--	35	12
Wenatchee Valley	204	44	6	19	13	2	3	22	29	41	--	1	15	9
Yakima Valley	360	91	3	19	24	13	14	--	63	95	6	16	7	9
Spokane	333	102	--	12	32	11	46	14	60	12	--	--	29	15
Spokane Falls	780	144	--	36	71	39	57	92	141	93	--	--	70	37
Big Bend	128	25	--	8	7	5	8	--	15	34	1	14	--	9
Columbia Basin	354	43	--	32	8	34	29	29	46	65	--	--	46	22
Walla Walla	221	32	--	3	55	7	23	9	33	47	--	2	4	6
Whatcom	137	15	--	19	9	--	9	19	28	13	4	4	8	9
Tacoma	556	127	1	40	45	19	12	23	87	72	--	84	17	29

TABLE 1 - A - 81
HUMANITIES FULL-TIME EQUIVALENT STUDENT (FTES) ENROLLMENTS

	Total	Sociology	Social Science	Political Science	Philosophy	Music History	Literature	Humanities & Social Science	History	Foreign Language	Ethnic Studies	English as a 2nd Language	Art History	Anthropology
SYSTEM	9280	1699	85	685	892	419	667	328	1748	1372	85	221	461	618
Peninsula	86	8	--	7	5	7	4	6	16	23	--	--	--	10
Grays Harbor	135	15	--	9	11	5	3	13	48	20	--	--	7	4
Olympic	306	74	4	24	34	--	15	31	47	37	--	--	8	32
Skagit Valley	245	34	7	12	17	19	26	10	64	37	7	--	12	--
Everett	350	105	--	33	19	13	15	8	88	50	--	--	10	9
Edmonds	298	39	--	22	26	12	33	4	59	55	--	13	9	26
Seattle Central	421	72	3	36	32	23	32	--	69	64	11	--	25	54
Seattle North	344	42	--	30	39	10	29	--	52	85	9	19	11	18
Seattle South	149	10	--	19	18	9	18	--	30	14	--	16	5	10
Shoreline	729	155	2	39	107	47	61	--	123	92	24	37	6	36
Bellevue	647	90	1	69	76	7	66	3	90	123	--	38	15	69
Highline	646	80	56	32	70	39	39	11	130	116	--	16	7	50
Green River	455	83	--	38	64	--	26	10	100	74	--	--	12	48
Ft. Steilacoom	638	108	2	69	54	19	38	1	162	55	9	14	31	76
Centralia	269	64	--	--	20	33	11	3	57	50	--	--	24	7
Lower Columbia	189	48	--	7	20	5	6	7	53	23	6	7	7	--
Clark	422	88	4	29	37	9	46	4	65	93	--	--	40	7
Wenatchee Valley	176	31	--	5	13	2	7	24	35	14	11	1	22	11
Yakima Valley	307	63	4	27	28	17	17	--	76	44	--	5	14	12
Spokane	313	92	--	13	31	11	41	14	55	13	--	--	28	15
Spokane Falls	769	161	--	40	44	45	49	75	125	102	--	--	85	43
Big Bend	110	20	--	6	6	5	12	--	19	19	--	16	--	7
Columbia Basin	351	40	--	33	12	35	23	40	43	53	--	--	48	24
Walla Walla	271	43	--	7	57	6	32	18	42	50	--	--	12	4
Whatcom	148	23	--	17	8	2	1	18	36	16	8	--	6	13
Tacoma	506	111	2	62	44	39	17	28	64	50	--	39	17	33

TABLE 1 - B - 79
DISTRIBUTION OF HUMANITIES ENROLLMENTS

	Sociology	Social Science	Political Science	Philosophy	Music History	Literature	Humanities & Soc. Sci.	History	Foreign Language	Ethnic Studies	English as a 2nd Lang.	Art History	Anthropology	% Hum. of Academic	% Hum. of Total	% Academic
SYSTEM	18%	2%	6%	10%	4%	7%	2%	17%	18%	1%	5%	4%	6%	18%	10%	52%
Peninsula	8	--	6	6	6	11	7	17	29	--	--	3	7	15	8	51
Grays Harbor	16	--	2	8	3	3	--	38	17	--	2	8	3	17	10	57
Olympic	17	2	7	10	--	12	5	25	14	--	--	2	6	13	7	56
Skagit Valley	5	7	3	11	4	7	7	26	17	7	5	2	--	20	10	49
Everett	23	1	5	6	3	3	2	15	15	--	25	1	2	18	9	50
Edmonds	17	1	7	6	6	15	--	17	20	--	--	3	9	14	7	54
Seattle Central	17	3	9	10	7	5	--	15	20	3	--	2	8	14	7	49
Seattle North	9	4	6	16	3	7	--	12	31	3	--	4	5	20	8	41
Seattle South	15	--	11	11	6	9	--	13	22	--	--	8	5	12	3	26
Shoreline	19	2	4	11	6	[redacted]	1	16	14	3	17	1	4	26	17	66
Bellevue	13	1	11	8	--	10	1	11	26	1	5	2	10	22	14	64
Highline	14	3	5	11	4	5	1	19	24	--	2	2	10	18	11	58
Green River	21	--	8	17	1	4	2	8	17	--	--	2	9	20	10	50
Ft. Steilacoom	16	1	8	10	4	4	1	24	11	3	6	5	10	27	17	64
Centralia	18	3	1	7	11	6	3	21	21	--	--	7	3	20	13	67
Lower Columbia	33	--	4	15	3	2	--	23	13	--	--	5	2	14	7	51
Clark	19	6	6	10	2	7	--	14	25	--	--	9	1	13	8	60
Wenatchee Valley	17	2	4	4	3	1	12	17	21	4	1	8	7	19	11	58
Yakima Valley	24	1	7	9	5	3	1	15	26	1	4	3	2	19	10	52
Spokane	30	--	4	14	4	14	2	16	5	--	--	8	4	16	4	26
Spokane Falls	19	--	4	8	6	14	4	15	15	--	3	9	5	17	11	61
Big Bend	22	--	11	4	3	4	--	9	26	--	14	--	8	20	8	42
Columbia Basin	17	--	7	4	9	7	9	14	18	--	--	8	7	19	9	43
Walla Walla	20	--	3	19	1	10	7	18	18	--	2	2	1	19	9	48
Whatcom	6	--	9	6	--	10	6	24	14	7	5	--	13	15	10	62
Tacoma	23	1	7	8	6	1	1	16	15	--	14	5	3	19	13	73

TABLE 1 - B - 80
DISTRIBUTION OF HUMANITIES ENROLLMENTS

	Sociology	Social Science	Political Science	Philosophy	Music History	Literature	Humanities & Soc. Sci.	History	Foreign Language	Ethnic Studies	English as a 2nd Lang.	Art History	Anthropology	% Hum. of Academic	% Hum. of Total	% Academic
SYSTEM	19%	1%	7%	9%	4%	6%	3%	19%	17%	1%	3%	4%	5%	19%	10%	54%
Peninsula	6	--	6	8	4	12	4	16	31	--	--	--	7	17	9	55
Grays Harbor	17	--	7	--	4	5	--	39	17	--	--	10	2	19	11	58
Olympic	14	1	8	12	--	7	9	31	10	--	--	2	6	15	8	56
Skagit Valley	11	2	5	14	5	8	5	28	14	4	--	4	--	20	10	49
Everett	33	--	7	4	2	4	2	29	18	--	--	--	2	19	10	51
Edmonds	13	1	6	8	4	8	1	20	23	--	4	4	10	17	7	55
Seattle Central	17	4	7	7	8	11	--	16	18	5	--	3	4	16	8	53
Seattle North	14	1	8	10	2	6	--	14	28	2	4	4	4	21	9	45
Seattle South	13	1	13	14	2	8	--	18	12	5	9	6	--	16	5	30
Shoreline	21	1	5	13	6	6	--	19	15	2	7	1	4	25	16	65
Bellevue	16	2	13	9	--	8	1	12	25	--	4	4	10	24	15	64
Highline	13	7	5	12	6	4	1	17	24	--	3	1	7	19	12	62
Green River	20	--	8	15	--	5	2	23	15	--	--	3	9	22	11	52
Ft. Steilacoom	23	1	7	8	4	2	1	26	10	2	1	4	4	24	16	67
Centralia	23	1	--	4	9	8	2	23	19	--	--	8	3	13	8	62
Lower Columbia	23	--	5	14	3	2	--	32	11	2	2	4	2	14	8	53
Clark	17	6	10	8	2	11	3	13	20	--	--	8	3	13	8	62
Wenatchee Valley	22	3	9	6	1	1	11	14	20	--	1	7	4	17	11	62
Yakima Valley	25	1	5	7	4	4	--	18	26	2	4	2	3	19	11	56
Spokane	31	--	4	10	3	14	4	18	4	--	--	9	5	20	5	27
Spokane Falls	18	--	5	9	5	7	12	18	12	--	--	9	5	17	11	67
Big Bend	20	--	6	5	4	6	--	12	27	2	11	--	7	22	10	47
Columbia Basin	12	--	9	2	10	8	8	13	18	--	--	13	6	18	9	49
Walla Walla	14	--	1	25	3	10	14	15	21	--	1	2	3	19	8	44
Whatcom	11	--	14	6	2	6	14	20	9	3	3	6	6	20	14	69
Tacoma	23	1	7	8	3	2	4	16	16	--	15	3	5	18	14	77

TABLE 1 - B - 81
DISTRIBUTION OF HUMANITIES ENROLLMENTS

	Sociology	Social Science	Political Science	Philosophy	Music History	Literature	Humanities & Soc. Sci.	History	Foreign Language	Ethnic Studies	English as a 2nd Lang.	Art History	Anthropology	% Hum. of Academic	% Hum. of Total	% Academic
SYSTEM	18%	1%	7%	10%	5%	7%	3%	19%	15%	1%	2%	5%	7%	20%	11%	55%
Peninsula	9	--	8	5	8	4	14	17	25	--	--	--	11	16	9	54
Grays Harbor	12	--	7	9	4	2	--	39	16	--	--	6	3	15	10	64
Olympic	24	1	8	11	--	5	10	15	12	--	--	3	10	17	11	61
Skagit Valley	14	3	5	7	7	8	4	26	15	3	--	5	--	19	9	49
Everett	30	--	9	5	4	4	2	25	14	--	--	3	3	18	10	53
Edmonds	13	1	7	9	4	10	1	20	18	--	3	3	9	19	11	56
Seattle Central	17	1	9	8	5	8	--	16	15	3	--	6	13	17	9	53
Seattle North	12	--	9	11	3	8	--	15	25	3	6	3	5	22	10	45
Seattle South	7	--	13	12	6	12	--	20	9	--	4	3	7	17	5	30
Shoreline	21	1	5	15	6	8	--	17	13	3	5	1	5	25	17	68
Bellevue	14	1	11	12	1	10	1	14	19	--	6	2	11	24	16	65
Highline	12	9	5	11	6	6	2	20	18	--	2	1	8	21	13	64
Green River	18	--	8	14	--	6	2	22	16	--	--	3	11	23	12	55
Ft. Steilacoom	17	1	11	8	3	6	1	25	9	1	2	5	12	26	17	64
Centralia	24	--	--	7	12	4	1	21	19	--	--	9	3	21	14	69
Lower Columbia	25	--	4	11	3	3	4	28	12	3	4	4	--	18	9	50
Clark	21	1	7	9	2	11	1	15	22	--	--	9	2	16	10	62
Wenatchee Valley	18	--	3	7	1	4	14	20	8	6	1	13	6	19	12	61
Yakima Valley	21	1	9	9	6	6	--	25	14	--	2	5	4	23	11	49
Spokane	29	--	4	10	4	13	4	18	4	--	--	9	5	18	5	28
Spokane Falls	21	--	5	6	6	6	10	16	13	--	--	11	6	18	13	69
Big Bend	18	--	5	5	5	11	--	17	17	--	15	--	6	20	10	50
Columbia Basin	11	--	9	3	10	7	11	12	15	--	--	14	7	20	10	50
Walla Walla	15	--	3	20	2	11	6	15	18	3	--	4	1	29	12	43
Whatcom	16	--	12	6	1	1	13	26	11	--	--	4	9	23	15	68
Tacoma	22	1	12	9	7	3	6	13	10	--	8	3	7	20	16	79

TABLE 1 - C - 79
HUMANITIES STUDENT/FACULTY RATIOS

	Total	Sociology	Social Science	Political Science	Philosophy	Music History	Literature	Humanities & Social Sci.	History	Foreign Language	Ethnic Studies	English as a 2nd Language	Art History	Anthropology
SYSTEM	24	27	12	22	25	24	20	24	24	24	19	17	28	27
Peninsula	15	23	--	9	16	19	11	117	12	16	--	--	16	20
Grays Harbor	15	14	--	10	33	13	5	--	20	11	--	49	33	12
Olympic	23	33	16	13	21	--	18	15	38	25	--	--	13	22
Skagit Valley	21	17	18	12	30	21	13	31	24	20	21	24	20	--
Everett	21	41	8	17	16	12	20	44	25	22	--	15	22	18
Edmonds	25	26	18	49	19	41	20	--	35	34	--	--	19	32
Seattle Central	24	28	9	26	20	42	15	--	21	36	15	--	25	30
Seattle North	22	20	22	19	28	19	16	--	20	24	15	--	24	21
Seattle South	18	13	--	18	18	23	27	--	14	25	--	--	17	16
Shoreline	26	30	13	30	32	27	23	9	33	26	19	22	8	29
Bellevue	30	36	12	40	25	--	24	17	37	26	15	28	37	36
Highline	25	28	26	22	30	23	21	25	22	23	--	17	27	31
Green River	27	31	--	25	22	10	19	23	22	20	--	--	25	23
Ft. Steilacoom	28	27	6	41	22	19	27	--	37	34	25	14	27	33
Centralia	20	25	11	4	25	19	23	24	17	17	--	--	45	24
Lower Columbia	18	17	--	17	21	11	12	--	17	29	--	--	22	9
Clark	23	27	8	34	23	15	21	--	14	25	--	--	31	16
Wenatchee Valley	26	26	73	33	42	22	7	30	46	18	30	2	40	34
Yakima Valley	20	23	12	18	24	19	8	13	21	20	11	14	22	21
Spokane	32	28	--	29	39	37	28	33	31	43	--	--	36	30
Spokane Falls	28	30	--	17	29	25	30	78	31	24	--	13	36	25
Big Bend	12	29	--	11	10	7	7	--	6	16	--	9	--	26
Columbia Basin	30	42	--	44	27	45	27	30	25	23	--	--	23	35
Walla Walla	18	30	--	9	26	3	14	12	13	19	--	19	15	4
Whatcom	17	17	--	12	17	--	13	7	23	14	23	16	--	20
Tacoma	23	27	23	16	24	40	37	25	26	18	--	16	35	46

TABLE 1 - C - 80
HUMANITIES STUDENT/FACULTY RATIOS

	Total	Sociology	Social Science	Political Science	Philosophy	Music History	Literature	Humanities & Social Sci.	History	Foreign Language	Ethnic Studies	English as a 2nd Language	Art History	Anthropology
SYSTEM	29	34	22	27	30	30	24	31	30	26	27	24	33	32
Peninsula	20	41	--	17	15	29	16	83	17	19	--	--	--	26
Grays Harbor	24	39	--	16	--	12	11	--	27	23	--	--	39	9
Olympic	28	42	12	22	26	--	19	27	37	25	--	--	16	30
Skagit Valley	25	34	7	20	34	35	18	31	28	20	46	--	32	--
Everett	27	42	--	21	16	9	35	62	25	22	--	--	--	18
Edmonds	34	37	--	48	32	12	21	--	43	31	--	23	33	43
Seattle Central	33	30	22	39	26	58	33	--	30	40	34	--	34	32
Seattle North	28	34	25	32	27	14	25	--	27	29	27	26	27	22
Seattle South	33	36	--	37	42	14	25	--	34	24	31	45	32	--
Shoreline	28	30	14	30	32	24	23	--	32	28	18	24	24	35
Bellevue	33	40	27	35	37	--	36	10	41	27	--	23	44	38
Highline	31	32	36	43	37	46	23	19	27	28	--	24	32	34
Green River	29	30	--	29	27	--	34	39	33	20	--	--	39	31
Ft. Steilacoom	31	33	8	29	23	53	28	3	30	33	21	83	27	40
Centralia	23	28	15	--	23	17	19	25	24	17	--	--	54	28
Lower Columbia	24	26	--	27	25	20	9	--	28	31	12	13	21	9
Clark	30	34	20	27	25	19	33	24	46	28	--	--	29	35
Wenatchee Valley	29	34	46	18	38	12	5	39	43	30	--	8	22	28
Yakima Valley	24	31	14	13	18	22	15	--	32	26	18	21	23	26
Spokane	42	51	--	36	48	32	35	42	36	36	--	--	48	44
Spokane Falls	36	36	--	36	42	19	28	45	42	25	--	--	35	37
Big Bend	20	25	--	12	21	19	17	--	22	20	--	16	--	26
Columbia Basin	28	28	--	32	26	49	20	31	34	23	--	--	28	32
Walla Walla	23	31	--	10	33	39	20	18	16	23	--	--	24	18
Whatcom	20	21	--	18	26	--	17	15	27	20	20	17	24	22
Tacoma	31	38	--	28	33	53	18	38	31	26	--	24	50	42

TABLE 1 - C - 81
HUMANITIES STUDENT/FACULTY RATIOS

	Total	Sociology	Social Science	Political Science	Philosophy	Music History	Literature	Humanities and Soc. Sci.	History	Foreign Language	Ethnic Studies	English as a 2nd Language	Art History	Anthropology
SYSTEM	29	32	28	31	31	28	25	29	29	25	28	25	31	33
Peninsula	19	24	--	23	15	18	7	75	14	17	--	--	--	29
Grays Harbor	19	22	--	26	16	13	9	39	24	21	--	--	30	12
Olympic	36	45	11	24	34	--	22	42	55	28	--	--	42	45
Skagit Valley	24	41	18	12	21	30	19	34	29	24	18	--	23	--
Everett	24	26	--	28	30	15	23	62	21	23	--	--	23	13
Edmonds	35	38	--	33	39	39	33	8	50	27	--	21	18	40
Seattle Central	30	27	20	36	32	36	30	--	26	31	32	--	26	26
Seattle North	27	32	--	28	29	29	25	--	30	25	27	29	15	31
Seattle South	29	26	--	29	28	26	31	--	30	22	--	29	13	36
Shoreline	31	33	14	39	36	32	28	--	33	27	24	27	11	41
Bellevue	33	45	20	42	46	21	29	9	38	26	--	19	44	38
Highline	31	33	37	29	32	33	26	30	31	28	--	24	28	37
Green River	34	35	--	32	29	--	36	36	39	23	--	--	48	32
Ft. Steilacoom	28	27	13	45	22	33	24	3	26	23	15	19	47	21
Centralia	23	29	--	--	29	21	19	8	24	18	--	--	36	--
Lower Columbia	23	26	--	21	20	21	19	27	22	28	29	19	21	19
Clark	28	37	24	26	23	21	25	21	32	25	--	--	40	32
Wenatchee Valley	32	30	--	17	38	29	11	46	38	28	37	--	42	35
Yakima Valley	24	28	33	25	28	55	21	--	24	15	--	16	44	44
Spokane	39	42	--	39	46	33	30	42	36	39	--	--	42	31
Spokane Falls	33	35	--	40	32	26	29	55	37	28	--	--	29	21
Big Bend	17	30	--	18	24	10	20	--	16	11	--	16	--	35
Columbia Basin	36	38	--	33	60	44	27	30	43	28	--	--	30	35
Walla Walla	22	25	--	15	31	15	20	21	19	24	--	--	24	12
Whatcom	20	16	--	19	24	10	1	16	26	22	26	--	18	25
Tacoma	37	42	22	42	33	64	25	37	29	35	--	29	85	48

TABLE 1 - D - 79
HUMANITIES FULL-TIME EQUIVALENT FACULTY (FTEF)

	Total	Sociology	Social Science	Political Science	Philosophy	Music History	Literature	Humanities & Social Sci.	History	Foreign Language	Ethnic Studies	English as a 2nd Language	Art History	Anthropology
SYSTEM	376	58	11	24	35	16	30	8	62	68	6	27	13	18
Peninsula	6.29	.35	--	.67	.33	.31	.91	.06	1.35	1.77	--	--	.20	.34
Grays Harbor	8.81	1.47	--	.35	.33	.31	1.00	--	2.53	2.11	--	.05	.32	.34
Olympic	11.13	1.33	.31	1.35	1.22	--	1.75	.93	1.69	1.50	--	--	.38	.67
Skagit Valley	14.21	.92	1.13	.84	1.12	.55	1.58	.63	3.18	2.43	.97	.62	.23	.01
Everett	17.42	2.08	.33	1.00	1.33	.79	.62	.13	2.24	2.46	--	5.93	.18	.33
Edmonds	8.17	1.50	.14	.33	.67	.35	1.70	--	1.14	1.34	--	--	.34	.66
Seattle Central	16.83	2.46	1.43	1.46	2.01	.66	1.33	--	2.86	2.28	.95	--	.38	1.01
Seattle North	14.66	1.39	.64	1.00	1.86	.58	1.34	--	1.89	4.06	.63	--	.59	.68
Seattle South	5.96	1.24	--	.66	.64	.29	.34	--	1.00	.96	--	--	.51	.32
Shoreline	30.58	5.05	1.35	.99	2.67	1.88	1.36	.39	3.82	4.14	1.32	6.17	.44	1.00
Bellevue	21.01	2.33	.42	1.72	2.10	--	2.46	.44	1.82	6.19	.33	1.20	.33	1.67
Highline	21.68	2.74	.66	1.15	1.93	.90	1.17	.26	4.66	5.55	--	.68	.30	1.68
Green River	14.81	2.80	--	1.20	3.00	.20	.91	.29	3.42	1.01	--	--	.33	1.65
Ft. Steilacoom	26.83	4.37	.53	1.34	3.39	1.53	1.17	.02	4.72	2.33	.87	3.00	1.36	2.20
Centralia	14.74	2.15	.72	.23	.76	1.70	.82	.40	3.59	3.57	--	--	.46	.34
Lower Columbia	8.49	3.00	--	.33	1.09	.42	.31	--	2.02	.66	--	--	.36	.30
Clark	17.08	2.71	2.77	.69	1.70	.62	1.25	--	1.92	3.89	--	--	1.19	.34
Wenatchee Valley	8.06	1.38	.04	.25	.20	.30	.46	.65	.76	2.43	.30	.42	.45	.42
Yakima Valley	14.48	3.00	.20	1.10	1.00	.80	.87	.10	2.01	3.73	.27	.76	.39	.25
Spokane	8.90	2.97	--	.34	1.03	.29	1.35	.16	1.43	.33	--	--	.66	.34
Spokane Falls	26.42	4.68	--	1.68	2.01	1.59	3.31	.34	3.55	4.52	--	1.64	1.76	1.34
Big Bend	7.49	.70	--	1.00	.33	.38	.53	--	1.33	1.52	--	1.43	--	.27
Columbia Basin	11.32	1.35	--	.52	.53	.69	.87	.98	1.85	2.64	--	--	1.22	.68
Walla Walla	13.19	1.52	--	.67	1.66	.09	1.62	1.29	3.23	2.25	--	.21	.31	.34
Whatcom	6.37	.37	--	.79	.34	--	.79	1.00	1.08	.66	.33	.34	--	.67
Tacoma	21.39	4.15	.28	2.14	1.70	.71	.17	.05	2.95	4.10	--	4.12	.68	.34

TABLE 1 - D - 80
HUMANITIES FULL-TIME EQUIVALENT FACULTY (FTEF)

	Total	Sociology	Social Science	Political Science	Philosophy	Music History	Literature	Humanities & Social Sci.	History	Foreign Language	Ethnic Studies	English as a 2nd Language	Art History	Anthropology
SYSTEM	343	55	6	25	31	13	27	10	63	67	4	12	13	17
Peninsula	6.23	.34	--	.47	.66	.17	.94	.06	1.20	2.04	--	--	--	.35
Grays Harbor	7.06	.74	--	.68	--	.57	.74	--	2.35	1.23	--	--	.41	.34
Olympic	11.45	1.07	.33	1.13	1.48	--	1.24	1.04	2.78	1.33	--	--	.38	.67
Skagit Valley	12.08	.98	1.04	.76	1.27	.46	1.32	.48	2.99	2.15	.26	--	.37	--
Everett	14.29	2.98	--	1.30	1.00	.75	.40	.13	4.32	3.07	--	--	--	.34
Edmonds	8.14	1.00	.02	.33	.68	.31	1.01	[illegible]	1.34	2.02	--	.43	.33	.67
Seattle Central	15.45	2.97	.82	1.00	1.35	.67	1.64	[illegible]	2.81	2.30	.83	--	.38	.68
Seattle North	14.95	1.67	.12	1.00	1.61	.56	1.01	--	2.24	4.03	.33	.68	1.02	.68
Seattle South	5.88	.66	.02	.67	.64	.29	.59	--	.99	.96	.32	.40	.34	--
Shoreline	27.32	5.42	.21	1.35	3.02	1.92	2.15	--	4.66	4.05	1.00	2.37	.17	1.00
Bellevue	19.84	2.55	.45	2.37	1.67	--	1.49	.31	1.75	5.96	--	1.26	.34	1.69
Highline	20.11	2.37	1.18	.72	2.00	.81	.94	.47	4.00	5.37	--	.66	.25	1.34
Green River	15.79	2.93	--	1.19	2.57	--	.67	.28	3.13	3.38	--	--	.33	1.31
Ft. Steilacoom	23.55	5.00	.25	1.76	2.58	.53	.65	.32	6.19	2.28	.70	.12	1.14	2.03
Centralia	14.42	2.67	.13	--	.56	1.72	1.38	.20	3.18	3.63	--	--	.41	.54
Lower Columbia	7.40	1.51	--	.33	1.00	.30	.33	--	2.01	.62	.34	.30	.33	.33
Clark	14.89	2.26	1.37	1.57	1.36	.47	1.50	.49	1.21	3.13	--	--	1.19	.34
Wenatchee Valley	7.10	1.29	.13	1.07	.34	.17	.37	.57	.67	1.36	--	.13	.68	.32
Yakima Valley	14.72	2.82	.22	1.44	1.31	.60	.94	--	1.95	3.69	.34	.76	.31	.34
Spokane	7.97	2.01	--	.33	.67	.34	1.33	.33	1.69	.33	[illegible]	--	.60	.34
Spokane Falls	21.82	3.98	--	1.00	1.70	.97	2.02	2.03	3.37	3.76	--	--	1.67	.68
Big Bend	6.49	1.02	--	.66	.33	.42	.47	--	.68	1.70	--	.87	--	.34
Columbia Basin	12.49	1.54	--	1.00	.31	.76	1.47	.94	1.34	2.78	--	--	1.67	.68
Walla Walla	9.46	1.04	--	.29	1.65	.18	1.16	.51	2.09	2.03	--	--	.17	.34
Whatcom	6.78	.73	--	1.05	.34	--	.52	1.25	1.05	.66	.20	.24	.33	.41
Tacoma	17.89	3.37	.01	1.41	1.37	.36	.66	.60	2.80	2.82	--	3.46	.34	.69

TABLE 1 - D - 81
HUMANITIES FULL-TIME EQUIVALENT FACULTY (FTEF)

	Total	Sociology	Social Science	Political Science	Philosophy	Music History	Literature	Humanities and Soc. Sci.	History	Foreign Language	Ethnic Studies	English as a 2nd Language	Art History	Anthropology
SYSTEM	322	53	3	22	29	15	27	11	60	56	3	9	15	19
Peninsula	4.90	.34	--	.33	.33	.39	.61	.08	1.14	1.34	--	--	--	.34
Grays Harbor	6.26	.67	--	.34	.67	.38	.33	.33	2.03	.94	--	--	.23	.34
Olympic	8.50	1.66	.36	1.02	1.00	--	.67	.74	.85	1.34	--	--	.19	.67
Skagit Valley	10.01	.82	.39	1.04	.81	.64	1.36	.29	2.19	1.55	.40	--	.52	--
Everett	14.87	3.98	--	1.18	.64	.87	.66	.13	4.17	2.13	--	--	.44	.67
Edmonds	8.46	1.02	--	.67	.66	.31	1.01	.50	1.17	2.02	--	.61	.50	.65
Seattle Central	14.12	2.66	.15	1.00	1.00	.64	1.05	--	2.65	1.99	.34	--	.96	1.68
Seattle North	12.66	1.33	--	1.06	1.34	.35	1.16	--	1.68	3.35	.33	.66	.72	.68
Seattle South	5.21	.39	--	.66	.64	.35	.59	--	1.00	.64	--	.56	.38	.32
Shoreline	23.52	4.76	.14	.99	3.00	1.46	2.15	--	3.71	3.38	1.00	1.36	.57	1.00
Bellevue	19.47	2.02	.05	1.66	1.67	.34	2.29	.34	2.36	4.67	--	2.04	.34	1.69
Highline	20.86	2.41	1.52	1.11	2.19	1.18	1.50	.37	4.18	4.16	--	.66	.25	1.33
Green River	13.37	2.36	--	1.19	2.24	--	.72	.28	2.55	3.19	--	--	.25	1.31
Ft. Steilacoom	23.07	4.06	.16	1.53	2.43	.58	1.60	.37	6.23	2.37	.59	.10	.66	2.39
Centralia	11.65	2.24	--	--	.70	1.59	.59	.40	2.34	2.79	--	--	.66	.34
Lower Columbia	8.15	1.85	--	.33	1.00	.24	.31	.26	2.45	.81	.21	.36	.33	--
Clark	15.01	2.38	.17	1.11	1.58	.42	1.87	.19	2.05	3.68	--	--	1.19	.37
Wenatchee Valley	5.47	1.04	--	.29	.34	.07	.62	.52	.91	.50	.30	.01	.53	.34
Yakima Valley	12.62	2.29	.12	1.07	1.00	.31	.80	--	3.19	2.87	--	.31	.32	.34
Spokane	8.11	2.19	--	.33	.67	.33	1.38	.33	1.54	.33	--	--	.67	.34
Spokane Falls	23.00	4.58	--	1.00	1.38	1.75	1.67	1.37	3.37	3.66	--	--	2.93	1.37
Big Bend	6.57	.66	--	.33	.25	.52	.59	--	1.21	1.68	--	.99	--	.34
Columbia Basin	9.75	1.06	--	1.00	.20	.79	.84	1.34	1.00	1.90	--	--	1.61	.68
Walla Walla	12.26	1.73	--	.65	1.86	.39	1.62	.86	2.20	2.10	--	--	.51	.34
Whatcom	7.26	1.42	--	.90	.33	.20	.02	1.10	1.38	.74	.31	--	.33	.53
Tacoma	13.52	2.66	.09	1.47	1.35	.61	.68	.76	2.24	1.41	--	1.36	.20	.69

Table 2 - A
TOTAL HUMANITIES
CUMULATIVE

	Humanities FTES				Percent Humanities Enrollments of Total				Humanities Student/Fac. Ratio			
	1979	1980	1981	1982	1979	1980	1981	1982	1979	1980	1981	1982
SYSTEM	8892	9947	9,280		10%	10%	11%		24	29	29	
Peninsula	96	125	87		8	9	8		15	20	19	
Grays Harbor	133	166	135		10	11	11		15	24	22	
Olympic	260	324	306		7	8	11		23	28	36	
Skagit Valley	297	306	245		10	10	9		21	25	24	
Everett	364	381	350		9	10	10		21	27	24	
Edmonds	231	235	298		7	7	11		25	34	35	
Seattle Central	404	510	421		7	8	9		24	33	30	
Seattle North	321	414	344		8	9	10		22	28	27	
Seattle South	108	192	149		3	5	5		18	33	29	
Shoreline	797	778	729		17	16	17		26	28	31	
Bellevue	619	658	647		14	15	16		30	33	33	
Highline	531	621	646		11	12	13		25	31	31	
Green River	403	452	455		10	11	12		27	29	34	
Ft. Steilacoom	737	724	638		17	16	17		28	31	28	
Centralia	295	327	269		13	14	14		20	23	23	
Lower Columbia	152	176	189		7	8	9		18	24	23	
Clark	389	440	422		8	8	10		23	30	28	
Wenatchee Valley	211	204	176		11	11	12		26	29	32	
Yakima Valley	281	360	307		10	11	11		20	24	24	
Spokane	284	333	313		4	5	5		32	42	39	
Spokane Falls	730	780	769		11	11	13		28	36	33	
Big Bend	93	128	110		8	10	10		12	20	17	
Columbia Basin	336	354	351		9	9	10		30	28	36	
Walla Walla	232	221	271		9	8	12		18	23	22	
Whatcom	105	140	148		10	14	16		17	20	20	
Tacoma	483	556	506		13	14	16		23	31	37	

Table 2 - B
ANTHROPOLOGY
CUMULATIVE

	Anthropology FTES				Percent Anthropology Enrollments of Total Hum.				Anthropology Student/Fac. Ratio			
	1979	1980	1981	1982	1979	1980	1981	1982	1979	1980	1981	1982
SYSTEM	497	547	618		6%	5%	7%		27	32	33	
Peninsula	7	9	10		7	7	11		20	26	29	
Grays Harbor	4	3	4		3	2	3		12	9	12	
Olympic	15	20	32		6	6	10		22	30	45	
Skagit Valley	1	--	--		--	--	--		--	--	--	
Everett	6	6	9		2	2	3		18	18	13	
Edmonds	21	29	26		9	10	9		32	43	40	
Seattle Central	31	22	54		8	4	13		30	32	26	
Seattle North	15	15	18		5	5	5		21	22	31	
Seattle South	5	--	10		5	--	7		16	--	36	
Shoreline	29	35	36		4	4	5		29	35	41	
Bellevue	61	64	69		10	10	11		36	38	38	
Highline	52	46	50		10	7	8		31	34	37	
Green River	38	41	48		9	9	11		23	31	32	
Ft. Steilacoom	73	82	76		10	11	12		33	40	21	
Centralia	8	15	7		3	5	3		24	28	--	
Lower Columbia	3	3	--		2	2	--		9	9	19	
Clark	5	12	7		1	3	2		16	35	32	
Wenatchee Valley	14	9	11		7	4	6		34	28	35	
Yakima Valley	5	9	12		2	2	4		21	26	44	
Spokane	10	15	15		4	5	5		30	44	31	
Spokane Falls	33	37	43		5	5	6		25	37	21	
Big Bend	7	9	7		8	7	6		26	26	35	
Columbia Basin	24	22	24		7	6	7		35	32	35	
Walla Walla	1	6	4		1	3	1		4	18	12	
Whatcom	13	9	13		13	6	9		20	22	25	
Tacoma	16	29	33		3	5	7		46	42	48	

Table 2 - C
ART HISTORY
CUMULATIVE

	Art History FTES				Percent Art History Enrollments of Total Hum.				Art History Student/Fac. Ratio			
	1979	1980	1981	1982	1979	1980	1981	1982	1979	1980	1981	1982
SYSTEM	371	428	461		4%	4%	5%		28	33	31	
Peninsula	3	--	--		3	--	--		16	--	--	
Grays Harbor	11	16	7		8	10	6		33	39	30	
Olympic	5	6	8		2	2	3		13	16	42	
Skagit Valley	5	12	12		2	4	5		20	32	23	
Everett	4	--	10		1	--	3		22	--	23	
Edmonds	6	11	9		3	4	3		19	33	18	
Seattle Central	9	13	25		2	3	6		25	34	26	
Seattle North	14	28	11		4	7	3		24	27	15	
Seattle South	9	11	5		8	6	3		17	32	13	
Shoreline	3	4	6		1	1	1		8	24	11	
Bellevue	12	15	15		2	2	2		37	44	44	
Highline	8	8	7		2	1	1		27	32	28	
Green River	8	13	12		2	3	3		25	39	48	
Ft. Steilacoom	37	31	31		5	4	5		27	27	47	
Centralia	21	22	24		7	7	9		45	54	36	
Lower Columbia	8	7	7		5	4	4		22	21	21	
Clark	36	35	40		9	8	9		31	29	40	
Wenatchee Valley	18	15	22		8	7	13		40	22	42	
Yakima Valley	9	7	14		3	2	5		22	23	44	
Spokane	24	29	28		8	9	9		36	48	42	
Spokane Falls	64	70	85		9	9	11		36	35	29	
Big Bend	--	--	--		--	--	--		--	--	--	
Columbia Basin	28	46	48		8	13	14		23	28	30	
Walla Walla	5	4	12		2	2	4		15	24	24	
Whatcom	--	8	6		--	6	4		--	24	18	
Tacoma	24	17	17		5	3	3		3	50	85	

Table 2 - D

ENGLISH AS A SECOND LANGUAGE

CUMULATIVE

	ESL FTES				Percent ESL Enrollments of Total Humanities				ESL Student/Fac. Ratio			
	1979	1980	1981	1982	1979	1980	1981	1982	1979	1980	1981	1982
SYSTEM	453	283	221		5%	3%	2%		17	24	25	
Peninsula	--	--	--		--	--	--		--	--	--	
Grays Harbor	2	--	--		2	--	--		49	--	--	
Olympic	--	--	--		--	--	--		--	--	--	
Skagit Valley	15	--	--		5	--	--		24	--	--	
Everett	91	--	--		25	--	--		15	--	--	
Edmonds	--	10	13		--	4	4		--	23	21	
Seattle Central	--	--	--		--	--	--		--	--	--	
Seattle North	--	[illegible]8	19		--	4	6		--	26	29	
Seattle South	--	18	16		--	9	11		--	45	29	
Shoreline	137	57	37		17	7	5		22	24	27	
Bellevue	34	29	38		5	4	6		28	23	19	
Highline	11	16	16		2	3	2		17	24	24	
Green River	--	--	--		--	--	--		--	--	--	
Ft. Steilacoom	43	10	14		6	1	2		14	83	19	
Centralia	--	--	--		--	--	--		--	--	--	
Lower Columbia	--	4	7		--	2	4		--	13	19	
Clark	--	--	--		--	--	--		--	--	--	
Wenatchee Valley	1	1	1		1	1	1		2	8	--	
Yakima Valley	10	16	5		4	4	2		14	21	16	
Spokane	--	--	--		--	--	--		--	--	--	
Spokane Falls	21	--	--		3	--	--		13	--	--	
Big Bend	13	14	16		14	11	15		9	16	16	
Columbia Basin	--	--	--		--	--	--		--	--	--	
Walla Walla	4	2	--		2	1	--		19	1	--	
Whatcom	5	4	--		5	3	--		16	17	--	
Tacoma	66	84	39		14	15	8		16	24	29	

Table 2 - E
ETHNIC STUDIES
CUMULATIVE

	Ethnic Studies FTES				Percent Ethnic Studies Enrollments of Total Hum.				Ethnic Studies Student/Fac. Ratio			
	1979	1980	1981	1982	1979	1980	1981	1982	1979	1980	1981	1982
SYSTEM	116	109	85		1%	1%	1%		19	27	28	
Peninsula	--	--	--		--	--	--		--	--	--	
Grays Harbor	--	--	--		--	--	--		--	--	--	
Olympic	--	--	--		--	--	--		--	--	--	
Skagit Valley	21	12	7		7	4	3		21	46	18	
Everett	--	--	--		--	--	--		--	--	--	
Edmonds	--	--	--		--	--	--		--	--	--	
Seattle Central	14	28	11		3	5	3		15	34	32	
Seattle North	10	9	9		3	2	3		15	27	27	
Seattle South	--	10	--		--	5	--		--	31	--	
Shoreline	25	18	24		3	2	3		19	18	24	
Bellevue	5	--	--		1	--	--		15	--	--	
Highline	--	--	--		--	--	--		--	--	--	
Green River	--	--	--		--	--	--		--	--	--	
Ft. Steilacoom	21	15	9		3	2	1		25	21	15	
Centralia	--	--	--		--	--	--		--	--	--	
Lower Columbia	--	4	6		--	2	3		--	12	29	
Clark	--	--	--		--	--	--		--	--	--	
Wenatchee Valley	9	--	11		4	--	6		30	--	37	
Yakima Valley	3	6	--		1	2	--		11	18	--	
Spokane	--	--	--		--	--	--		--	--	--	
Spokane Falls	--	--	--		--	--	--		--	--	--	
Big Bend	--	1	--		--	2	--		--	--	--	
Columbia Basin	--	--	--		--	--	--		--	--	--	
Walla Walla	--	-	8		--	--	3		--	--	--	
Whatcom	8	4	--		7	3	--		23	20	26	
Tacoma	--	--	--		--	--	--		--	--	--	

Table 2 - F
FOREIGN LANGUAGE
CUMULATIVE

	Foreign Language FTES				Percent Foreign Language Enrollments of Total Hum.				Foreign Language Student/Fac. Ratio			
	1979	1980	1981	1982	1979	1980	1981	1982	1979	1980	1981	1982
SYSTEM	1624	1716	1372		18%	17%	15%		24	27	25	
Peninsula	28	39	23		29	31	25		16	19	17	
Grays Harbor	22	28	20		17	17	16		11	23	21	
Olympic	38	33	37		14	10	12		25	25	28	
Skagit Valley	49	44	37		17	14	15		20	20	24	
Everett	54	69	50		15	18	14		22	22	23	
Edmonds	46	63	55		20	23	18		34	31	27	
Seattle Central	81	91	64		20	19	15		36	40	31	
Seattle North	98	116	85		31	28	25		24	29	25	
Seattle South	24	23	14		22	12	9		25	24	22	
Shoreline	109	113	92		14	15	13		26	28	27	
Bellevue	164	162	123		26	25	19		26	27	26	
Highline	129	150	116		24	24	18		23	28	28	
Green River	70	68	74		17	15	16		20	20	23	
Ft. Steilacoom	78	76	55		11	10	9		34	33	23	
Centralia	62	63	50		21	19	19		17	17	18	
Lower Columbia	19	19	23		13	11	12		29	31	28	
Clark	98	87	93		25	20	22		25	28	25	
Wenatchee Valley	43	41	14		21	19	8		18	30	28	
Yakima Valley	74	95	44		26	25	14		20	26	15	
Spokane	14	12	13		5	4	4		43	36	39	
Spokane Falls	110	93	102		15	12	13		24	25	28	
Big Bend	24	34	19		26	27	17		16	20	11	
Columbia Basin	61	65	53		18	18	15		23	23	28	
Walla Walla	42	47	50		18	21	18		19	23	24	
Whatcom	15	13	16		14	9	11		14	20	22	
Tacoma	72	72	50		15	13	10		18	26	35	

Table 2 - G

HISTORY

CUMULATIVE

	History FTES				Percent History Enrollments of Total Hum.				History Student/Fac. Ratio			
	1979	1980	1981	1982	1979	1980	1981	1982	1979	1980	1981	1982
SYSTEM	1549	1919	1748		18%	19%	19%		24	30	29	
Peninsula	16	20	16		17	16	17		12	17	14	
Grays Harbor	50	64	48		38	39	39		20	27	24	
Olympic	65	102	47		25	31	15		38	37	55	
Skagit Valley	75	85	64		26	28	26		24	28	29	
Everett	55	109	88		15	29	25		25	25	21	
Edmonds	40	57	59		17	20	20		35	43	50	
Seattle Central	61	83	69		15	16	16		21	30	26	
Seattle North	39	60	52		12	14	15		20	27	30	
Seattle South	14	34	30		13	18	20		14	34	30	
Shoreline	127	149	123		16	19	17		33	32	33	
Bellevue	68	72	90		11	11	14		37	41	38	
Highline	103	106	130		19	17	20		22	27	31	
Green River	77	104	100		19	23	22		22	33	39	
Ft. Steilacoom	174	185	162		24	26	25		37	30	26	
Centralia	62	75	57		21	23	21		17	24	24	
Lower Columbia	35	56	53		23	32	28		17	28	22	
Clark	56	56	65		14	13	15		14	46	32	
Wenatchee Valley	35	29	35		17	13	20		46	43	38	
Yakima Valley	42	63	76		15	17	25		21	32	24	
Spokane	45	60	55		16	18	18		31	36	36	
Spokane Falls	110	141	125		15	18	16		31	42	37	
Big Bend	8	15	19		9	12	17		6	22	16	
Columbia Basin	47	46	43		14	13	15		25	34	43	
Walla Walla	43	33	42		18	15	15		13	16	19	
Whatcom	25	28	36		24	20	26		23	27	26	
Tacoma	76	87	64		16	16	13		26	31	29	

Table 2 - H

HUMANITIES & SOCIAL SCIENCE
CUMULATIVE

	Humanities & Soc. Sci. FTES				Percent Hum. & Soc. Sci. Enrollments of Total Hum.				Humanities & Soc. Sci. Student/Fac. Ratio			
	1979	1980	1981	1982	1979	1980	1981	1982	1979	1980	1981	1982
SYSTEM	192	306	322		2%	3%	3%		24	31	29	
Peninsula	7	5	13		7	4	14		117	83	75	
Grays Harbor	--	--	--		--	--	--		--	--	39	
Olympic	14	28	31		5	9	10		15	27	42	
Skagit Valley	19	15	10		7	5	4		31	31	34	
Everett	6	8	8		2	2	2		44	62	62	
Edmonds	--	1	4		--	1	1		--	--	8	
Seattle Central	--	--	--		--	--	--		--	--	--	
Seattle North	--	--	--		--	--	--		--	--	--	
Seattle South	--	--	--		--	--	--		--	--	--	
Shoreline	4	--	--		1	--	--		9	--	--	
Bellevue	7	3	3		1	1	1		17	10	9	
Highline	6	9	11		1	1	2		25	19	30	
Green River	7	11	10		2	2	2		23	39	36	
Ft. Steilacoom	1	1	1		1	1	1		--	3	3	
Centralia	9	5	3		3	2	1		24	25	8	
Lower Columbia	--	--	7		--	--	4		--	--	27	
Clark	--	12	4		--	3	1		--	24	21	
Wenatchee Valley	25	22	24		12	10	14		30	39	46	
Yakima Valley	1	--	--		1	--	--		13	--	--	
Spokane	5	14	14		2	4	4		33	42	42	
Spokane Falls	27	92	75		4	2	10		78	45	55	
Big Bend	--	--	--		--	--	--		--	--	--	
Columbia Basin	23	29	40		9	8	11		30	31	30	
Walla Walla	15	9	18		7	4	6		12	18	21	
Whatcom	7	19	18		6	14	13		7	15	16	
Tacoma	1	23	28		1	4	6		25	38	37	

Table 2 - I
L I T E R A T U R E
C U M U L A T I V E

	Literature FTES				Percent Literature Enrollments of Total Hum.				Literature Student/Fac. Ratio			
	1979	1980	1981	1982	1979	1980	1981	1982	1979	1980	1981	1982
SYSTEM	589	644	667		7%	6%	7%		20	24	25	
Peninsula	10	15	4		11	12	4		11	16	7	
Grays Harbor	5	8	3		3	5	2		5	11	9	
Olympic	31	23	15		12	7	5		18	19	22	
Skagit Valley	20	24	26		7	8	11		13	18	19	
Everett	13	14	15		3	4	4		20	35	23	
Edmonds	34	21	33		15	8	11		20	21	33	
Seattle Central	20	54	32		5	11	8		15	33	30	
Seattle North	21	25	29		7	6	8		16	25	25	
Seattle South	9	15	18		9	8	12		27	25	31	
Shoreline	31	49	61		4	6	8		23	23	28	
Bellevue	60	54	66		10	8	10		24	36	29	
Highline	25	22	39		5	4	6		21	23	26	
Green River	17	23	26		4	5	6		19	34	36	
Ft. Steilacoom	31	18	38		4	2	6		27	28	24	
Centralia	19	26	11		6	8	4		23	19	19	
Lower Columbia	4	3	6		2	2	3		12	9	19	
Clark	26	49	46		7	11	11		21	33	25	
Wenatchee Valley	3	3	7		1	1	4		7	5	11	
Yakima Valley	7	14	17		3	4	6		8	15	21	
Spokane	39	46	41		14	14	13		28	35	30	
Spokane Falls	99	57	49		14	7	6		30	28	29	
Big Bend	4	8	12		4	6	11		7	17	20	
Columbia Basin	23	29	23		7	8	7		27	20	27	
Walla Walla	22	23	32		10	10	11		14	20	20	
Whatcom	10	9	1		10	6	1		13	17	1	
Tacoma	6	12	17		1	2	3		37	18	25	

Table 2 - J

MUSIC HISTORY / APPRECIATION
CUMULATIVE

	Music Hist./Appreciation FTES				Percent Music Hist./App Enrollments of Total Hum.				Music Hist./Appreciation Student/Fac. Ratio			
	1979	1980	1981	1982	1979	1980	1981	1982	1979	1980	1981	1982
SYSTEM	380	385	419		4%	4%	5%		24	30	28	
Peninsula	6	5	7		6	4	8		19	29	18	
Grays Harbor	4	7	5		3	4	4		13	12	13	
Olympic	--	--	--		--	--	--		--	--	--	
Skagit Valley	12	16	19		4	5	8		21	35	30	
Everett	9	7	13		3	2	4		12	9	15	
Edmonds	14	12	12		6	4	4		41	12	39	
Seattle Central	28	39	23		7	8	5		42	58	36	
Seattle North	11	8	10		3	2	3		19	14	29	
Seattle South	7	4	9		6	2	6		23	14	26	
Shoreline	51	47	47		6	6	6		27	24	32	
Bellevue	--	--	7		--	--	1		--	--	21	
Highline	21	37	39		4	6	6		23	46	33	
Green River	2	--	--		1	--	--		10	--	--	
Ft. Steilacoom	29	28	19		4	4	3		19	53	33	
Centralia	32	30	33		11	9	12		19	17	21	
Lower Columbia	5	6	5		3	3	3		11	20	21	
Clark	10	9	9		2	2	2		15	19	21	
Wenatchee Valley	7	2	2		3	1	2		22	12	29	
Yakima Valley	15	13	17		5	7	6		19	22	55	
Spokane	11	11	11		4	3	4		37	32	33	
Spokane Falls	40	39	45		6	5	6		25	19	26	
Big Bend	3	5	5		3	4	5		7	19	10	
Columbia Basin	31	34	35		9	10	10		45	49	44	
Walla Walla	3	7	6		1	3	2		3	39	15	
Whatcom	--	--	2		--	2	1		--	--	10	
Tacoma	29	19	39		6	3	8		40	53	64	

Table 2 - K
P H I L O S O P H Y
C U M U L A T I V E

	Philosophy FTES				Percent Philosophy Enrollments of Total Hum.				Philosophy Student/Fac. Ratio			
	1979	1980	1981	1982	1979	1980	1981	1982	1979	1980	1981	1982
SYSTEM	871	932	892		10%	9%	10%		25	30	31	
Peninsula	5	10	5		6	8	5		16	15	15	
Grays Harbor	11	--	11		8	--	9		33	--	16	
Olympic	26	38	34		10	12	11		21	26	34	
Skagit Valley	34	43	17		11	14	7		30	34	21	
Everett	21	16	19		6	4	5		16	16	30	
Edmonds	13	22	26		6	8	9		19	32	39	
Seattle Central	40	35	32		10	7	8		20	26	32	
Seattle North	52	43	39		16	10	11		28	27	29	
Seattle South	12	27	18		11	14	12		18	42	28	
Shoreline	85	98	107		11	13	15		32	32	36	
Bellevue	51	61	76		8	9	12		25	37	46	
Highline	58	74	70		11	12	11		30	37	32	
Green River	67	69	64		17	15	14		22	27	29	
Ft. Steilacoom	75	60	54		10	8	8		22	23	22	
Centralia	19	13	20		7	4	7		25	23	29	
Lower Columbia	23	25	20		15	14	11		21	25	20	
Clark	39	34	37		10	8	9		23	25	23	
Wenatchee Valley	8	13	13		4	6	7		42	38	38	
Yakima Valley	24	24	28		9	6	9		24	18	28	
Spokane	41	32	31		14	10	10		39	48	46	
Spokane Falls	59	71	44		8	9	6		29	42	32	
Big Bend	3	7	6		4	5	5		10	21	24	
Columbia Basin	14	8	12		4	2	3		27	26	60	
Walla Walla	44	55	57		19	25	20		26	33	31	
Whatcom	6	9	8		6	6	6		17	26	24	
Tacoma	41	45	44		8	8	9		24	33	33	

Table 2 - L

POLITICAL SCIENCE
CUMULATIVE

	Political Science FTES				Percent Political Science Enrollments of Total Hum.				Political Science Student/Fac. Ratio			
	1979	1980	1981	1982	1979	1980	1981	1982	1979	1980	1981	1982
SYSTEM	527	678	687		6%	7%	7%		22	27	31	
Peninsula	6	8	7		6	6	8		9	17	23	
Grays Harbor	3	11	9		2	7	7		10	16	26	
Olympic	18	25	24		7	8	8		13	22	24	
Skagit Valley	10	15	12		3	5	5		12	20	12	
Everett	17	27	33		5	7	9		17	21	28	
Edmonds	16	16	22		7	6	7		49	48	33	
Seattle Central	38	39	36		9	7	9		26	39	36	
Seattle North	19	32	30		6	8	9		19	32	28	
Seattle South	12	25	19		11	13	13		18	37	29	
Shoreline	30	40	39		4	5	5		30	30	39	
Bellevue	69	84	69		11	13	11		40	35	42	
Highline	25	31	32		5	5	5		22	43	29	
Green River	30	34	38		8	8	8		25	29	32	
Ft. Steilacoom	55	51	69		8	7	11		41	29	45	
Centralia	1	--	--		1	--	--		4	--	--	
Lower Columbia	5	9	7		4	5	4		17	27	21	
Clark	23	43	29		6	10	7		34	27	26	
Wenatchee Valley	8	19	5		4	9	3		33	18	17	
Yakima Valley	20	19	27		7	5	9		18	13	25	
Spokane	10	12	13		4	4	4		29	36	39	
Spokane Falls	28	36	40		4	5	5		17	36	40	
Big Bend	11	8	6		11	6	5		11	12	18	
Columbia Basin	22	32	33		7	9	9		44	32	33	
Walla Walla	6	3			3	1	3		9	10	15	
Whatcom	10	19	17		9	14	12		12	18	19	
Tacoma	35	40	62		7	7	12		16	28	42	

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Table 2 - M
SOCIAL SCIENCE
CUMULATIVE

	Social Science FTES				Percent Social Science Enrollments of Total Hum.				Social Science Student/Fac. Ratio			
	1979	1980	1981	1982	1979	1980	1981	1982	1979	1980	1981	1982
[illegible]	142	132	85		2%	1%	1%		12	22	28	
[illegible]	--	--	--		--	--	--		--	--	--	
[illegible] Harbor	--	--	--		--	--	--		--	--	--	
[illegible]	5	4	4		2	1	1		16	12	11	
Skagit Valley	20	7	7		7	2	3		18	7	18	
Everett	3	--	--		1	--	--		8	--	--	
Edmonds	2	1	--		1	1	--		18	--	--	
Seattle Central	13	18	3		3	4	1		9	22	20	
Seattle North	14	3	--		4	1	--		22	22	--	
Seattle South	--	1	--		--	1	--		--	--	--	
Shoreline	17	3	2		2	1	1		18	14	14	
Bellevue	5	12	1		1	2	1		12	27	20	
Highline	17	42	56		3	7	9		26	36	37	
Green [illegible]	--	--	--		--	--	--		--	--	--	
[illegible] Olympic	3	2	2		1	1	1		6	8	13	
[illegible]	8	2	--		3	1	--		11	15	--	
[illegible]	--	--	--		--	--	--		--	--	--	
[illegible]	22	27	4		6	6	1		8	20	24	
[illegible] Valley	4	6	--		2	3	--		73	46	--	
Yakima Valley	2	3	4		1	1	1		12	14	33	
Spokane	--	--	--		--	--	--		--	--	--	
Spokane Falls	--	--	--		--	--	--		--	--	--	
Big Bend	--	--	--		--	--	--		--	--	--	
Columbia Basin	--	--	--		--	--	--		--	--	--	
Walla Walla	--	--	--		--	--	--		--	--	--	
Whatcom	--	--	--		--	--	--		--	--	--	
[illegible]	1	2			1	1	1		23	--	22	

Table 2 - N
SOCIOLOGY
CUMULATIVE

	Sociology FTES				Percent Sociology Enrollments of Total Hum.				Sociology Student/Fac. Ratio			
	1979	1980	1981	1982	1979	1980	1981	1982	1979	1980	1981	1982
SYSTEM	1582	1868	1711		18%	19%	18%		27	34	32	
Peninsula	8	14	8		8	11	9		23	41	24	
Grays Harbor	21	29	15		16	17	12		14	39	22	
Olympic	43	45	74		17	14	24		33	42	45	
Skagit Valley	16	33	34		5	11	14		17	34	41	
Everett	85	125	105		23	33	30		41	42	26	
Edmonds	39	37	39		17	13	13		26	37	38	
Seattle Central	69	88	72		17	17	17		28	30	27	
Seattle North	28	57	42		9	14	12		20	34	32	
Seattle South	16	24	10		15	13	7		13	36	26	
Shoreline	149	165	155		19	21	21		30	30	33	
Bellevue	83	102	90		13	16	14		36	40	45	
Highline	76	80	80		14	13	12		28	32	33	
Green River	87	89	83		21	20	18		31	30	35	
Ft. Steilacoom	117	165	108		16	23	17		27	33	27	
Centralia	54	76	64		18	23	24		25	28	29	
Lower Columbia	50	40	48		33	23	25		17	26	26	
Clark	74	76	88		19	17	21		27	34	37	
Wenatchee Valley	36	44	31		17	20	18		26	34	30	
Yakima Valley	69	91	63		24	24	21		23	31	28	
Spokane	85	102	92		30	31	29		28	51	42	
Spokane Falls	139	144	161		19	18	21		30	36	35	
Big Bend	20	25	20		22	20	18		29	25	30	
Columbia Basin	56	43	40		17	12	11		42	28	38	
Walla Walla	46	32	43		20	14	15		30	31	25	
Whatcom	6	15	23		6	11	16		17	21	16	
Tacoma	110	127	111		23	23	22		27	38	42	

CHAPTER 3

COURSE SCHEDULES

III. COURSE SCHEDULES

The section which follows includes listings by discipline by college for all the humanities courses offered as of the respective 10th class days for fall quarters 1979, 1980 and 1981. The columns are fairly self-explanatory with several exceptions: TENTH ENROLL shows the number of students enrolled in each section of the course as of the 10th day of that section. That number times (x) the CRED (credit) EQUVC (equivalency) divided (÷) by 15 produced STUDENT FTE(S). For example,

CRED EQUVC		TENTH ENROLL		STUDENT FTES
5	x	20	=	6.67
15				

FTE FACULTY is derived in one of two ways. It may be calculated by computer according to standard definitions. One individual teaching 3, 5 credit anthropology sections during the day would be assigned FTEF values of .33, .33, and .34 or an individual college may elect to pre-enter its own assigned FTEF value. These pre-entered assignments are monitored by the SBCCE/MIS staff and, if questionable, are negotiated.

DAY OF WEEK is straightforward once you realize that ARR means arrange; that R stands for Thursday, S for Saturday; and that MTWRF and DAILY mean the same thing.

START TIME shows A for AM and P for PM.

INSTRUCTOR NAME is the last name and sometimes the first initial.

EMPLOY STATUS uses the following symbolism.

PT	Part-time instructor
V	Volunteer (unpaid) instructor
FT	Full-time instructor
ML	Full-time instructor teaching an overload class for extra pay, known as "moonlighting."
CO	Contracted out

As was mentioned before, numerous hand corrections were made in determining the data which went into the summary tables. Such corrections are not shown on copies of the course schedule printed in this book.

However, one should assume that inappropriate courses were eliminated and erroneous FTEF calculations were corrected. These should not detract from the general usefulness of the information contained in the course schedule section.

The unique feature of this section is that while each college has had access in the past to its own information as shown in the following pages, it has not had access to the same information for other colleges. Small colleges can now compare their offerings with other small colleges. Unique scheduling approaches become visible and can be emulated. Instructors of similar courses are identified and can contact each other to share resources and strategies. Team teaching patterns emerge (read DUMMY SEC as a team taught course). Such information should be of considerable value to the front-line practitioner. For this reason, we will make available packets for individual disciplines to each college which include a cumulative summary table, course schedules and student characteristics for each discipline.

COURSE SCHEDULES - FALL QUARTER 1979

ANTHROPOLOGY

COLLEGE NAME	DIV/DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
PENINSULA	ANTHR	110	INTRODUCTION	5.0	20	6.67	.34	DAILY	DAY-ON-CAMPUS	0100P	MORDEN	PT
	ANTHR	295	SPEC PROJECT	1.0			.00	ARR	DAY-ON-CAMPUS		MORDEN	V
	ANTHR	295	SPEC PROJECT	2.0			.00	ARR	DAY-ON-CAMPUS		MORDEN	V
	ANTHR	295	SPEC PROJECT	3.0			.00	ARR	DAY-ON-CAMPUS		MORDEN	V
PENINSULA					20	6.67	.34					
GRAYS HARBOR	ANTH	100	INTRO TO STUDY OF MAN	5.0	12	4.00	.34	DAILY	DAY-ON-CAMPUS	1000A	BROWN	FT
GRAYS HARBOR					12	4.00	.34					
OLYMPIC	ANTHR	101	INTRO ANTHRO	5.0	24	8.00	.34	DAILY	DAY-ON-CAMPUS	1100A	SLEIGHT A	FT
	ANTHR	101	INTRO ANTHRO	5.0	21	7.00	.33	MW	EVENING-ON-CAMPUS	0445P	SLEIGHT A	FT
OLYMPIC					45	15.00	.67					
SKAGIT VALLEY	ANTH	101	PHYSICAL ANTHRO	5.0	8	2.67	.21	TR	DAY-OFF-CAMPUS	0230P	MORRELL M	ML
	ANTH	255	INDEPENDENT STUDY	5.0	1	0.33	.01	ARR	DAY-ON-CAMPUS		MORRELL M	V
SKAGIT VALLEY					9	3.00	.22					
EVERETT	ANTHR	100	INTRODUCTION ANTHROPOLOG	5.0	18	6.00	.33	MTWR	EVENING-ON-CAMPUS	0500P	FITZPATRICK	FT
	ANTHR	201	PHYSICAL ANTHROPOLOGY	5.0	25	8.33	.34	MW	EVENING-ON-CAMPUS	0700P	FITZPATRICK	FT
	ANTHR	201	PHYSICAL ANTHROPOLOGY	5.0	1	0.33	.01	ARR	DAY-OFF-CAMPUS		SINGH ABE	V
EVERETT					44	14.67	.68					
EDMONDS	ANTHR	100	SURVEY OF ANTHROPOLOGY	5.0	48	16.00	.00	DAILY	DAY-ON-CAMPUS	1100A	HOLLINSWORTH	FT
	ANTHR	100	SURVEY OF ANTHROPOLOGY	5.0	16	5.33	.00	M W	EVENING-ON-CAMPUS	0545P	HOLLINSWORTH	FT
EDMONDS					64	21.33	.00					
SEATTLE CENT	ANT	100	SURVEY OF ANTHROPOLOGY	5.0	35	11.67	.36	MTWRF	DAY-ON-CAMPUS	0900A	BAENEN	PT
	ANT	100	SURVEY OF ANTHROPOLOGY	5.0	40	13.33	.32	MTWRF	DAY-ON-CAMPUS	1200P	BAENEN J	FT
	ANT	100	SURVEY OF ANTHROPOLOGY	5.0	17	5.67	.32	M W	EVENING-ON-CAMPUS	0700P	RIEGEL	PT
	ANT	291	DIRECTED READINGS IN AN	2.0			.01	ARR	DAY-ON-CAMPUS	0000A	BAENEN	V
SEATTLE CENT					92	30.67	1.01					
SEATTLE NORTH	ANT	100	SURVEY OF ANTHROPOLOGY	5.0	34	11.33	.34	MTWRF	DAY-ON-CAMPUS	1000A	ABE	FT
	ANT	102	INTRO TO AMERICAN CULTUR	3.0	3	0.60	.09	M W	DAY-ON-CAMPUS	1230P	SILVERSTEIN	FT
	ANT	102	INTRO TO AMERICAN CULTUR	5.0	8	2.67	.25	MTW	DAY-ON-CAMPUS	1230P	SILVERSTEIN	FT
	ANT	201	PHYSICAL ANTHROPOLOGY	5.0	16	5.33	.33	MTWRF	DAY-ON-CAMPUS	1100A	ABE	FT
SEATTLE NORTH					61	19.93	1.01					

ANTHROPOLOGY

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SEATTLE SOUTH	ANT	201	PHYSICAL ANTHROPOLOGY	5.0	34	11.33	.32	MTWRF	DAY-ON-CAMPUS	0900A	BRITZ,P	PT
	ANT	253	ANTHRO OF WOMEN	5.0	15	5.00	.32	S	DAY-ON-CAMPUS	0830A	BRITZ	PT
SEATTLE SOUTH					49	16.33	.64					
SHORELINE	ANTHR	100	INTRO TO STUDY OF HUMANS	5.0	64	21.33	.50	DAILY	DAY-ON-CAMPUS	0830A	SOLLAND, S	FT
	ANTHR	201	PRINC BIO-PHYSICAL ANTHR	5.0	38	12.67	.33	DAILY	DAY-ON-CAMPUS	0830A	STOKES, S	PT
	ANTHR	201	PRINC BIO-PHYSICAL ANTHR	5.0	38	12.67	.33	DAILY	DAY-ON-CAMPUS	0930A	STOKES, S	PT
	ANTHR	202	PRINC SOCIO-CULTUR ANTHR	5.0	24	8.00	.50	DAILY	DAY-ON-CAMPUS	1030A	SOLLAND, S	[redacted]
SHORELINE					164	54.67	1.66					
BELLEVUE	ANTH	100	INTRO TO ANTHRO	5.0	50	16.67	.34	DAILY	DAY-ON-CAMPUS	0930A	OSMUNDSON J	FT
	ANTH	100	INTRO TO ANTHRO	5.0	27	9.00	.33	DAILY	DAY-ON-CAMPUS	0130P	OSMUNDSON J	FT
	ANTH	100	INTRO TO ANTHRO	5.0	22	7.33	.33	MTR	EVENING-ON-CAMPUS	0700P	RANDALL BRON	PT
	ANTH	201	PHYS ANTH-MAN IN NAT	5.0	47	15.67	.34	DAILY	DAY-ON-CAMPUS	1030A	JURJI D	FT
	ANTH	201	PHYS ANTH-MAN IN NAT	5.0	21	7.00	.33	DAILY	DAY-ON-CAMPUS	1230P	JURJI D	FT
	ANTH	202	CULTURAL ANTHRO	5.0	45	15.00	.33	DAILY	DAY-ON-CAMPUS	0830A	JURJI D	FT
	ANTH	202	CULTURAL ANTHRO	5.0	37	12.33	.33	DAILY	DAY-ON-CAMPUS	1130A	OSMUNDSON J	FT
	ANTH	296	SPEC PROJ IN ANTHRO	3.0	1	0.20	.01	ARR	DAY-ON-CAMPUS		JURJI D	V
BELLEVUE					250	83.20	2.34					
HIGHLINE	ANTHR	100	SURVEY OF ANTHROPOLOGY	5.0	33	11.00	.34	DAILY	DAY-ON-CAMPUS	0800A	HOLMES B	FT
	ANTHR	100	SURVEY OF ANTHROPOLOGY	5.0	36	12.00	.33	DAILY	DAY-ON-CAMPUS	1100A	HOLMES B	FT
	ANTHR	100	SURVEY OF ANTHROPOLOGY	5.0	16	5.33	.34	MW	EVENING-ON-CAMPUS	0700P	HOLMES B	ML
	ANTHR	120	CULTURAL ANTHROPOLOGY	5.0	34	11.33	.33	DAILY	DAY-ON-CAMPUS	0900A	HOLMES B	FT
	ANTHR	120	CULTURAL ANTHROPOLOGY	5.0	37	12.53	.34	DAILY	DAY-ON-CAMPUS	1000A	CAMPBELL M	FT
HIGHLINE					156	52.00	1.68					
GREEN RIVER	ANTHR	100	INTRO TO ANTHROPOLOGY	5.0	33	11.00	.00	DAILY	DAY-ON-CAMPUS	0900A	HEDLUND G	FT
	ANTHR	100	INTRO TO ANTHROPOLOGY	5.0	31	10.33	.00	DAILY	DAY-ON-CAMPUS	0100P	HEDLUND G	FT
	ANTHR	100	INTRO TO ANTHROPOLOGY	5.0	25	8.33	.00	TR	EVENING-ON-CAMPUS	0700P	HEDLUND G	ML
	ANTHR	202	CULTURAL ANTHROPOLOGY	5.0	22	7.33	.00	DAILY	DAY-ON-CAMPUS	1100A	HEDLUND G	FT
	ANTHR	298	INDEPENDENT STUDY-ANTHRO	3.0	3	1.00	.00	ARR	DAY-OFF-CAMPUS	ARR	HEDLUND G	FT
GREEN RIVER					114	38.00	.00					
FT STEILACOOM	ANTHR	110	SURVEY ANTHR	5.0	44	14.67	.34	DAILY	DAY-ON-CAMPUS	0800A	MCGINNIS	FT
	ANTHR	110	SURVEY ANTHR	5.0	40	13.33	.34	DAILY	DAY-ON-CAMPUS	1100A	AVEY	FT
	ANTHR	110	SURVEY ANTHR	5.0	24	8.00	.33	DAILY	DAY-ON-CAMPUS	0100P	AVEY	FT
	ANTHR	110	SURVEY ANTHR	5.0	19	6.33	.34	TR	EVENING-ON-CAMPUS	0530P	CUCCO	PT
	ANTHR	165	CROSS CULTR	5.0	51	17.00	.51	DAILY	DAY-ON-CAMPUS	0300P	MCGINNIS	V

ANTHROPOLOGY

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
FT STEILACOOM	ANTHR	166	CROSS CULTR	5.0			.00	DAILY	DAY-ON-CAMPUS	0300P	MCGINNIS	V
	ANTHR	167	CROSS CULTR	5.0			.00	DAILY	DAY-ON-CAMPUS	0300P	MCGINNIS	V
	ANTHR	210	PHYS ANTHRO	5.0	19	6.33	.33	DAILY	DAY-ON-CAMPUS	0900A	AVEY	FT
	ANTHR	220	SOCIAL ANTHR	5.0	39	13.00	.33	DAILY	DAY-ON-CAMPUS	1200P	MCGINNIS	FT
	ANTHR	294C	IND STUDY	3.0	1	0.20	.01	ARR	DAY-OFF-CAMPUS	ARR	MCGINNIS	V
FT STEILACOOM					237	78.87	2.53					
CENTRALIA	ANTH	101A	INTRO ANTHRO	5.0	24	8.00	.34	DAILY	DAY-ON-CAMPUS	1100A	GIBSON	FT
CENTRALIA					24	8.00	.34					
LOWER COLUMBIA	ANTH	202	INT CULT ANTH	5.0	8	2.67	.30	DAILY	DAY-ON-CAMPUS	0900A	SHAW D	FT
LOWER COLUMBIA					8	2.67	.30					
CLARK	ANTH	101	HUMAN EVOLUT	5.0	16	5.33	.34	DAILY	DAY-ON-CAMPUS	0100P	ALLRED G	FT
CLARK					16	5.33	.34					
WENATCHEE VAL	ANTHR	100	INTRO/ANTHRO	5.0	36	12.00	.21	DAILY	DAY-ON-CAMPUS	0900A	ARNOLD E	FT
	ANTHR	102	CULTURAL ANTHRO	3.0	9	1.80	.19	R	EVENING-OFF-CAMPUS	0730P	ACKERMAN L	PT
	ANTHR	198	RESEARCH	2.0	2	0.27	.02	ARR	DAY-OFF-CAMPUS	ARR	ACKERMAN L	PT
WENATCHEE VAL					47	14.07	.42					
YAKIMA VALLEY	ANTH	101	INTRO ANTHROPOLOGY	5.0	16	5.33	.25	DAILY	DAY-ON-CAMPUS	1000A	TURNER F	FT
YAKIMA VALLEY					16	5.33	.25					
SPOKANE	ANTHR	101M	INTRO ANTHRO	5.0	31	10.33	.34	DAILY	DAY-ON-CAMPUS	0830A	BIRCHARD J	FT
SPOKANE					31	10.33	.34					
SPOKANE FALLS	ANTHR	101E	INTRO ANTHRO	5.0	17	5.67	.34	TR	DAY-ON-CAMPUS	0700P	ONEAL J	ML
	ANTHR	101F	INTRO ANTHRO	5.0	50	16.67	.34	DAILY	DAY-ON-CAMPUS	0930A	ONEAL J	FT
	ANTHR	101F	INTRO ANTHRO	5.0	19	6.33	.33	TR	DAY-ON-CAMPUS	1230P	ONEAL J	FT
	ANTHR	201F	CULT ANTHRO	5.0	14	4.67	.33	MTWR	DAY-ON-CAMPUS	1025A	ONEAL J	FT
SPOKANE FALLS					100	33.33	1.34					
BIG BEND	ANT	101	EVOLUTION OF MAN AND CUL	5.0	21	7.00	.27	MTWR	DAY-ON-CAMPUS	0800A	ROGERS	FT
BIG BEND					21	7.00	.27					

ANTHROPOLOGY

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
COLUMBIA BASIN	ANT	1010	ANTHROPOLOGY	5.0	47	15.67	.34	DAILY	DAY-ON-CAMPUS	0900A	BRUER, B	FT
	ANT	1010	ANTHROPOLOGY	5.0	25	8.33	.34	TR	EVENING-OFF-CAMPUS	0500P	BRUER, B	ML
COLUMBIA BASIN					72	24.00	.68					
WALLA WALLA	ANTH	101	INTRO TO ANTHRO	5.0	4	1.33	.34	DAILY	DAY-OFF-CAMPUS	0900A	HUSSEY,L.	FT
WALLA WALLA					4	1.33	.34					
WHATCOM	ANTHR	105	GENERAL ANTHROPOLOGY	5.0	18	6.00	.34	MTWR	DAY-OFF-CAMPUS	1135A	RICHARDSON,A	FT
	ANTHR	105	GENERAL ANTHROPOLOGY	5.0	22	7.33	.33	TR	EVENING-OFF-CAMPUS	0700P	RICHARDSON,A	FT
	ANTHR	110	PHYSICAL ANTHROPOLOGY	5.0	1	0.33	.01	ARR	EVENING-OFF-CAMPUS		MANCUSO,S	FT
WHATCOM					41	13.67	.68					
TACOMA	ANTHR	100	INTRO STUDY MAN	5.0	47	15.67	.34	DAILY	DAY-ON-CAMPUS	1030A	ADAMS R	FT
	ANTHR	201	PRINCIPLES OF PHYS ANTHR	5.0	31	10.33	.33	DAILY	DAY-ON-CAMPUS	0830A	ADAMS R	FT
	ANTHR	201	PRINC/PHYSICAL ANTHR	5.0	22	7.33	.35	T R	EVENING-ON-CAMPUS	0530P	BRITZ P	PT
TACOMA					100	33.33	1.02					
					1,797	596.71	19.44					

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ART HISTORY

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
PENINSULA	ART	126	HIST OF ART	3.0	15	3.00	.20	MWF	DAY-ON-CAMPUS	1100A	EHRMAN	PT
PENINSULA					15	3.00	.20					
GRAYS HARBOR	ART	100	ART APPRECIATION	5.0	32	10.67	.32	DAILY	DAY-ON-CAMPUS	1000A	LANDBERG	FT
GRAYS HARBOR					32	10.67	.32					
OLYMPIC	ART	101	ART HIS ANC/MD	3.0	11	2.20	.19	MWF	DAY-ON-CAMPUS	0900A	CROUSE J	FT
	ART	102	ART HIST REN	3.0	13	2.60	.19	MWF	DAY-ON-CAMPUS	1000A	CROUSE J	FT
OLYMPIC					24	4.80	.38					
SKAGIT VALLEY	ART	141	ART APPRECIATION	3.0	23	4.60	.23	MTR	DAY-ON-CAMPUS	1100A	CHATT O	FT
SKAGIT VALLEY					23	4.60	.23					
EVERETT	ART	126	HISTORY OF ART	3.0	20	4.00	.18	MTR	DAY-ON-CAMPUS	1200P	SIMPSON JOHN	FT
EVERETT					20	4.00	.18					
EDMONDS	ART	126	HISTORY OF WESTERN ART	5.0	19	6.33	.34	DAILY	DAY-ON-CAMPUS	1100A	SOLDWEDEL E	FT
EDMONDS					19	6.33	.34					
SEATTLE CENT	ART	251	ART HISTORY	3.0	27	5.40	.19	W	EVENING-ON-CAMPUS	0630P	LEAVINS	PT
	ART	255	SURV OF ARCHITECTURE	3.0	20	4.00	.19	M	EVENING-ON-CAMPUS	0630P	LEAVENS	PT
SEATTLE CENT					47	9.40	.38					
SEATTLE NORTH	ART	100	INTRODUCTION TO ART	5.0	16	5.33	.25	M W F	DAY-ON-CAMPUS	0900A	HARRIS	FT
	ART	100	INTRODUCTION TO ART	.0	16		.00	T R	DAY-ON-CAMPUS	0900A	HARRIS	FT
	ART	251	ART HISTORY	5.0	27	9.00	.34	MTWRF	DAY-ON-CAMPUS	1100A	CONSTANTINE	FT
SEATTLE NORTH					59	14.33	.59					
SEATTLE SOUTH	ART	100	INTRODUCTION TO ART	5.0	18	6.00	.32	MTWRF	DAY-ON-CAMPUS	1100A	MRAZ	FT
	ART	251	ART HISTORY	3.0	13	2.60	.19	TR	EVENING-ON-CAMPUS	0600P	YEAGER,W	PT
SEATTLE SOUTH					31	8.60	.51					
SHORELINE	ART	129	APPRECIATION OF DESIGN	2.0			.11	T	DAY-ON-CAMPUS	1130A	OSTERMEYER,D	FT
	ART	129	APPRECIATION OF DESIGN	2.0	5	0.67	.13	T	DAY-ON-CAMPUS	1130A	KIRK, J	FT
	ART	129L	APPREC. OF DESIGN LAB	.0			.00	R	DAY-ON-CAMPUS	1130A	OSTERMEYER,D	FT
	ART	129L	APPREC. OF DESIGN LAB	.0	5		.00	R	DAY-ON-CAMPUS	1130A	KIRK, J	FT

ART HISTORY

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SHORELINE	ART	212	HISTORY OF WESTERN ART	3.0	14	2.80	.20	M W F	DAY-ON-CAMPUS	0[illegible]0P	MCLAUGHLIN,K	PT
SHORELINE					24	3.47	.44					
BELLEVUE	ART	201	HISTORY OF WESTERN ART	5.0	37	12.33	.33	DAILY	DAY-ON-CAMPUS	1130A	LYCETTE D	PT
BELLEVUE					37	12.33	.33					
HIGHLINE	ART	100	SURVEY OF ART	5.0	24	8.00	.30	MWF	DAY-ON-CAMPUS	0900A	GARDINER J	FT
HIGHLINE					24	8.00	.30					
GREEN RIVER	ART	212	HISTORY OF ART	5.0	25	8.33	.17	MWF	DAY-ON-CAMPUS	0800A	LEVENSKY E	FT
GREEN RIVER					25	8.33	.17					
FT STEILACOOM	ART	100	INTRO TO ART	5.0	62	20.67	.34	DAILY	DAY-ON-CAMPUS	1000A	BUCKNER	FT
	ART	100	INTRO/TO/ART	5.0	21	7.00	.34	MW	EVENING-OFF-CAMPUS	0735P	RAYNOR	PT
	ART	100	INTRO/TO/ART	5.0	12	4.00	.34	MTWR	EVENING-OFF-CAMPUS	1700P	SORENSEN	PT
	ART	140	19 CNTRY ART	5.0	17	5.67	.34	DAILY	DAY-ON-CAMPUS	1200P	LAMKEN	PT
FT STEILACOOM					112	37.33	1.36					
CENTRALIA	ART	105A	APPRECIATION	5.0	42	14.00	.23	DAILY	DAY-ON-CAMPUS	1000A	BAUER	FT
	ART	200A	HISTORY	5.0	20	6.67	.23	MTWRF	DAY-ON-CAMPUS	1100A	BAUER	FT
CENTRALIA					62	20.67	.46					
LOWER COLUMBIA	ART	121	HIST WESTERN ART	5.0	24	8.00	.36	DAILY	DAY-ON-CAMPUS	1200P	POWELSON R	FT
LOWER COLUMBIA					24	8.00	.36					
CLARK	ART	154	ART HISTORY	5.0	34	11.33	.35	DAILY	DAY-ON-CAMPUS	1000A	HENNUM S	PT
	ART	154	ART HISTORY	5.0	32	10.67	.35	DAILY	DAY-ON-CAMPUS	0100P	HENNUM S	PT
	ART	180	ART APPRECIATN	4.0	36	9.60	.28	TR	DAY-ON-CAMPUS	0200P	JANOVEC M	PT
	ART	185	FILM APPRECIATN.	3.0	24	4.80	.21	W	EVENING-ON-CAMPUS	0700P	DUNN W	ML
	MUS	135	INTRO TO JAZZ	3.0	14	2.80	.21	MWF	DAY-ON-CAMPUS	1100A	DIETSCHE R	PT
CLARK					140	39.20	1.40					
WENATCHEE VAL	ART	100	INTRO/ART	5.0	35	11.67	.20	MTWR	DAY-ON-CAMPUS	0900A	DIETRICH D	FT
	ART	190	PEN & INK	1.0	13	0.87	.07	S	DAY-ON-CAMPUS	0900A	BRACKEN N	CO
	ART	190	WORKSHOP	2.0	8	1.07	.12	DAILY	DAY-OFF-CAMPUS	0900A	BROCK C	PT
	ART	201	ART HIST-ANCIENT	3.0	26	5.20	.13	MWF	DAY-ON-CAMPUS	1200P	DIETRICH D	FT

ART HISTORY

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
WENATCHEE VAL					82	18.80	.52					
YAKIMA VALLEY	ART	100	ART APPRECIATION	3.0	20	4.00	.21	M W F	DAY-ON-CAMPUS	1100A	SMITH R K	FT
	ART	280	ART HISTORY-I	4.0	17	4.53	.18	MTWR	DAY-ON-CAMPUS	0900A	TAYER D	FT
	DRAM	150	INTRO CINEMA	2.0	18	2.40	.16	T R	DAY-ON-CAMPUS	1100A	BLISARD H	FT
YAKIMA VALLEY					55	10.93	.55					
SPOKANE	ART	107M	INTRO ART	5.0	50	16.67	.33	DAILY	DAY-ON-CAMPUS	1230P	VANCAMP V	FT
	ART	107M	INTRO ART	5.0	21	7.00	.33	DAILY	DAY-ON-CAMPUS	0130P	VANCAMP V	FT
SPOKANE					71	23.67	.66					
SPOKANE FALLS	ART	107E	INTRO ART	5.0	25	8.33	.34	MTWR	EVENING-ON-CAMPUS	0540P	HAWLEY P	ML
	ART	107F	INTRO ART	5.0	41	13.67	.33	MTWRF	DAY-ON-CAMPUS	0830A	KWONG E	FT
	ART	107F	INTRO ART	5.0	40	13.33	.36	DAILY	DAY-ON-CAMPUS	1030A	POTTER S	FT
	ART	107F	INTRO ART	5.0	39	13.00	.33	DAILY	DAY-ON-CAMPUS	0130P	IBACH R	FT
	ART	108F	HISTORY ART	3.0	37	7.40	.20	MWF	DAY-ON-CAMPUS	0930A	KEEFER K	FT
	ART	108F	HISTORY ART	3.0	39	7.80	.20	MWF	DAY-ON-CAMPUS	1130A	KEEFER K	FT
SPOKANE FALLS					221	63.53	1.76					
COLUMBIA BASIN	ART	1000	INTRO TO ART	5.0	27	9.00	.34	DAILY	DAY-ON-CAMPUS	0800A	GURTH, B	PT
	ART	1000	INTRO TO ART	5.0	27	9.00	.34	DAILY	DAY-ON-CAMPUS	1200P	DUFFEY, P	PT
	ART	1000	INTRO TO ART	5.0	12	4.00	.34	DAILY	DAY-OFF-CAMPUS	0700A	DUFFEY, P	PT
	ART	1180	ART HISTORY	3.0	29	5.80	.20	MWF	DAY-ON-CAMPUS	1100A	GURTH, B	PT
COLUMBIA BASIN					95	27.80	1.22					
WALLA WALLA	ART	100	ART APPRECIATION	3.0	6	1.20	.13	ARR	DAY-OFF-CAMPUS		BELL,L.	FT
	ART	100	ART APPRECIATION	3.0	18	3.60	.18	MWF	DAY-ON-CAMPUS	0930A	WEBSTER,M.	PT
WALLA WALLA					24	4.80	.31					
TACOMA	ART	100	APPREC VISUAL ARTS	5.0	48	16.00	.33	DAILY	DAY-ON-CAMPUS	1130A	DIPPOLITO F	FT
	ART	100	APPREC/VISUAL ARTS	5.0	24	8.00	.35	S	DAY-ON-CAMPUS	0800A	SASS M	PT
TACOMA					72	24.00	.68					
					1,338	376.59	13.65					

ENGLISH ASL

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
GRAYS HARBOR	ESL	021	ESL LEVEL 11	2.8	13	2.43	.05	MW	EVENING-ON-CAMPUS	0700P	VIVIAN J	PT
GRAYS HARBOR					13	2.43	.05					
SKAGIT VALLEY	ENGL	006	ENGLSH 2ND LANGUAG	5.0	31	10.33	.31	TR	EVENING-ON-CAMPUS	0700P	HEADLEY C	PT
	ENGL	006	ENGLSH FOREIGN BORN	5.0	13	4.33	.31	TR	EVENING-OFF-CAMPUS	0700P	HUBER C	PT
SKAGIT VALLEY					44	14.67	.62					
EVERETT	ENGL	020	ENGLISH AS A SECOND LANG	6.0	22	8.80	.40	MT	EVENING-ON-CAMPUS	0700P	HILO VERN	PT
	ENGL	020	ENGLISH AS A SECOND LANG	6.0	19	7.60	.40	WR	EVENING-ON-CAMPUS	0700P	BERG LAUREL	PT
	ENGL	020	ENGLISH AS A SECOND LANG	10.0	7	4.67	.66	MTWR	DAY-ON-CAMPUS	0930A	MEYER DOROTH	PT
	ENGL	020	ENGLISH AS A SEC LANG	10.0	15	10.00	.66	MTWR	DAY-ON-CAMPUS	0930A	OLSON CAROL	PT
	ENGL	020	ENGLISH AS A SECOND LANG	5.0	17	5.67	.33	MW	DAY-ON-CAMPUS	0130P	CROSS SANDRA	PT
	ENGL	020	ENGLISH AS A SECOND LANG	7.5	8	4.00	.50	MTWR	EVENING-ON-CAMPUS	0700P	ERVINE CHRIS	PT
	ENGL	020	ENGLISH AS A SECOND LANG	5.0	17	5.67	.33	MW	EVENING-ON-CAMPUS	0700P	LEE JANE	PT
	ENGL	020A	ENGLISH AS A SECOND LANG	16.0	21	22.40	1.06	MTWR	DAY-ON-CAMPUS	0900A	MEYER DOROTH	PT
	ENGL	020B	ENGLISH AS A SECOND LANG	16.0	15	16.00	1.06	MTWR	DAY-ON-CAMPUS	0900A	OLSON CAROL	PT
	ENGL	020C	ENG AS A 2ND LANGUAGE	3.0	6	1.20	.20	M	EVENING-ON-CAMPUS	0700P	ALCORTA DORA	PT
	ENGL	020I	ENGLISH AS A SECOND LANG	5.0	16	5.33	.33	TR	DAY-ON-CAMPUS	0130P	CROSS SANDRA	PT
EVERETT					163	91.33	5.93					
SHORELINE	ESL	060	SPOKEN WRITTEN ENGLISH	5.0	22	7.33	.33	DAILY	DAY-ON-CAMPUS	0930A	KIEL, E	PT
	ESL	060	SPOKEN WRITTEN ENGLISH	5.0	21	7.00	.33	M W	EVENING-ON-CAMPUS	0700P	WIEDERHOLT,M	PT
	ESL	060L	SPOKEN WRIT ENGLISH LAB	.0	22		.00	DAILY	DAY-ON-CAMPUS	1030A	KIEL, E	PT
	ESL	080	SPEAK WRIT LISTEN	3.0	22	4.40	.20	M W F	DAY-ON-CAMPUS	1130A	GREISS, M	PT
	ESL	081	CONVERSATION AND PRONUNC	2.0	31	4.13	.21	MTWR	DAY-ON-CAMPUS	1030A	MAXWELL, A	FT
	ESL	082	CONVERSATION AND PRONUNC	2.0	27	3.60	.21	MTWR	DAY-ON-CAMPUS	0230P	MAXWELL, A	FT
	ESL	082	CONVERSATION AND PRONUNC	2.0	28	3.73	.13	MTWR	DAY-ON-CAMPUS	0130P	MAXWELL, A	ML
	ESL	150	MASTER ENGLISH STRUCTURE	5.0	31	10.33	.33	DAILY	DAY-ON-CAMPUS	0930A	MYLERBERG, D	FT
	ESL	150	MASTER ENGLISH STRUCTURE	5.0	24	8.00	.33	M W	EVENING-ON-CAMPUS	0700P	LYNCH-MCCLOY	ML
	ESL	151	THINKING IN ENGLISH	5.0	26	8.67	.34	DAILY	EVENING-ON-CAMPUS	1230P	MYLERBERG, D	PT
	ESL	151	THINKING IN ENGLISH	5.0	23	7.67	.33	T R	EVENING-ON-CAMPUS	0700P	UNDERHILL, F	PT
	ESL	151	THINKING IN ENGLISH	5.0	27	9.00	.33	DAILY	DAY-ON-CAMPUS	0230P	WIEDERHOLT,M	PT
	ESL	152	CMU STRATEGIES	5.0	22	7.33	.33	DAILY	DAY-ON-CAMPUS	1230P	KIEL, E	PT
	ESL	152	CMU STRATEGIES	5.0	23	7.67	.33	DAILY	DAY-ON-CAMPUS	0130P	GREISS, M	PT
	ESL	181	DEVELOPMENTAL WRITING	1.0	21	1.40	.07	M W	EVENING-ON-CAMPUS	0930P	WIEDERHOLT,M	PT
	ESL	181	DEVELOPMENTAL WRITING	1.0	26	1.73	.07	M W	EVENING-ON-CAMPUS	0930P	LYNCH-MCCLOY	ML
	ESL	181	DEVELOPMENTAL WRITING	1.0	22	1.47	.07	T R	EVENING-ON-CAMPUS	0930P	UNDERHILL, F	PT
	ESL	183	DEVELOPMENTAL WRITING	3.0	27	5.40	.33	M W F	DAY-ON-CAMPUS	1030A	LYNCH-MCCLOY	FT
	ESL	183	DEVELOPMENTAL WRITING	3.0	28	5.60	.20	M W F	DAY-ON-CAMPUS	1230P	GREISS, M	PT
	ESL	184	DEVELOPMENTAL WRITING	4.0	29	7.73	.50	DAILY	DAY-ON-CAMPUS	1130A	LYNCH-MCCLOY	FT
	ESL	185	DEVELOPMENTAL WRITING	5.0	17	5.67	.33	DAILY	DAY-ON-CAMPUS	0830A	FORBES, G	FT
	ESL	192	DEVELOPMENTAL READING	2.0	26	3.47	.20	T R	DAY-ON-CAMPUS	0130P	GOULD, D	FT

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ENGLISH ASL

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SHORELINE	ESL	192	DEVELOPMENTAL READING	2.0	29	3.87	.13	T R	DAY-ON-CAMPUS	1230P	GREISS, M	PT
	ESL	193	DEVELOPMENTAL READING	3.0	24	4.80	.20	M W F	DAY-ON-CAMPUS	0130P	ROBERTS, B	ML
	ESL	195	DEVELOPMENTAL READING	5.0	21	7.00	.34	DAILY	DAY-ON-CAMPUS	1230P	ROBERTS, B	FT
SHORELINE					619	136.99	6.17					
BELLEVUE	ENGL	016	ENGLISH SECOND LANGUAGE	3.0	25	5.00	.20	T	DAY-ON-CAMPUS	0930A	MEILLEUR R	PT
	ENGL	016	ENGLISH SECOND LANGUAGE	3.0	26	5.20	.20	T	EVENING-ON-CAMPUS	0700P	HUGHES A	PT
	ENGL	017	ENGLISH SECOND LANGUAGE	3.0	42	8.40	.20	DAILY	DAY-ON-CAMPUS	1030A	ROUSSO D	PT
	ENGL	017	ENGLISH SECOND LANGUAGE	3.0	32	6.40	.20	T	EVENING-ON-CAMPUS	0700P	KARATUN M	PT
	ENGL	018	ENGLISH SECOND LANGUAGE	3.0	28	5.60	.20	DAILY	DAY-ON-CAMPUS	1230P	ROUSSO D	PT
	ENGL	018	ENGLISH SECOND LANGUAGE	3.0	15	3.00	.20	T	EVENING-ON-CAMPUS	0700P	HANLEY D	PT
BELLEVUE					168	33.60	1.20					
HIGHLINE	ESL	101	LABORATORY	.0	20		.00	MW	DAY-ON-CAMPUS	1200P	DUMMY L	PT
	ESL	101	ENGLISH-A SECOND LANGUAG	5.0	20	6.67	.34	DAILY	DAY-ON-CAMPUS	0100P	ROY R	PT
	ESL	103	LABORATORY	.0	14		.00	MW	DAY-ON-CAMPUS	0900A	DUMMY L	PT
	ESL	103	ENGLISH-A SECOND LANGUAG	5.0	14	4.67	.34	DAILY	DAY-ON-CAMPUS	0800A	ROY R	PT
HIGHLINE					68	11.33	68					
FT STEILACOOM	ENGL	001	ENGL NEW AM	6.0	21	8.40	.38	MW	DAY-OFF-CAMPUS	1000A	HANSEN A	PT
	ENGL	001	ENGL NEW AM	6.0	23	9.20	.38	TR	DAY-OFF-CAMPUS	1000A	HANSEN A	PT
	ENGL	001	ENGL NEW AM	3.5	13	3.03	.23	MTWR	EVENING-OFF-CAMPUS	0630P	JEWETT	PT
	ENGL	001	ENGL NEW AM	3.5			.20	MT	DAY-OFF-CAMPUS	1000A	CADIGAN	PT
	ENGL	001	ENGL NEW AM	3.5			.20	WR	DAY-OFF-CAMPUS	1000A	CADIGAN	PT
	ENGL	001	ENGL NEW AM	11.0	6	4.40	.74	MTWR	EVENING-OFF-CAMPUS	0630P	FOX	PT
	ENGL	001	ENGL NEW AM	12.5	12	10.00	.84	MTWR	EVENING-OFF-CAMPUS	0630P	JEWETT	PT
	IE	080	STUDY SK I	4.0	26	6.93	.01	ARR	DAY-ON-CAMPUS	ARR	NEWTON	FT
	IE	081	STUDY SK II	4.0	2	0.53	.01	ARR	DAY-ON-CAMPUS	ARR	NEWTON	FT
	IE	082	STUDY SK III	4.0			.00	ARR	DAY-ON-CAMPUS	ARR	NEWTON	FT
	IE	083	STUDY SK IV	4.0	1	0.27	.01	ARR	DAY-ON-CAMPUS	ARR	NEWTON	FT
FT STEILACOOM					104	42.77	3.00					
WENATCHEE VAL	ENGL	150	ENGL/SEC LNG	5.0	2	0.67	.42	ARR	DAY-ON-CAMPUS	ARR	PETERSEN R	FT
WENATCHEE VAL					2	0.67	.42					
YAKIMA VALLEY	ENGL	106	ENGL 2ND LANG-II	8.0	15	8.00	.47	DAILY	DAY-ON-CAMPUS	0100P	FEITUSH K	FT
	ENGL	107	ENGL 2ND LANG-III	5.0	7	2.33	.29	DAILY	DAY-ON-CAMPUS	1100A	FEITUSH K	FT
YAKIMA VALLEY					22	10.33	.76					

ENGLISH ASL

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SPOKANE FALLS	INESL	026P	ABE-ESL	9.8	18	11.76	.67	MTW	EVENING-OFF-CAMPUS	0700P	FIGUEROA M	PT
	INESL	026P	ABE-ESL	3.8	9	2.28	.26	MW	EVENING-OFF-CAMPUS	0700P	VARNES K	PT
	INESL	026P	ABE-ESL	3.8	10	2.53	.26	MW	EVENING-OFF-CAMPUS	0700P	BERRY N	PT
	INESL	026P	ABE-ESL	4.9	8	2.61	.33	MWF	EVENING-OFF-CAMPUS	0700P	DILLON J	PT
	INESL	026Y	ESL	1.8	12	1.44	.12	TR	EVENING-OFF-CAMPUS	0600P	CRARY F	PT
SPOKANE FALLS					57	20.63	1.64					
BIG BEND	EGL	113	BEG ENGLISH FOREIGN LANG	6.0	10	4.00	.33	MTWR	DAY-ON-CAMPUS	1145A	MILHOLLAND	FT
	EGL	113	LAB	.0	10		.00	MTWR	DAY-ON-CAMPUS	0330P	MILHOLLAND	FT
	EGL	114	INTERM EGL FOREIGN LANG	6.0	7	2.80	.23	MTWR	DAY-ON-CAMPUS	1145A	REEDY	FT
	EGL	114	LAB	.0	7		.00	MTWR	DAY-ON-CAMPUS	0330P	REEDY	FT
	EGL	115	ADV EGL FOREIGN LANG	6.0	3	1.20	.22	MTWR	DAY-ON-CAMPUS	0915A	REEDY	FT
	EGL	115	LAB	.0	3		.00	MTWR	DAY-ON-CAMPUS	1030A	REEDY	FT
	EGL	116	ESL PREP EGL 101	6.0	6	2.40	.33	MTWR	DAY-ON-CAMPUS	0915A	MILHOLLAND	FT
	EGL	116	LAB	.0	6		.00	MTWR	DAY-ON-CAMPUS	0100P	MILHOLLAND	FT
	EGL	116	ESL PREP EGL 101	6.0	3	1.20	.22	MTWR	DAY-ON-CAMPUS	1030A	REEDY	FT
	EGL	116	LAB	.0	3		.00	MTWR	DAY-ON-CAMPUS	0445P	REEDY	FT
	OFF	121	TYPING AS LANG AID	2.0	7	0.93	.10	MTWR	DAY-ON-CAMPUS	0215P	REEDY	FT
BIG BEND					65	12.53	1.43					
WALLA WALLA	ENG	043	BEG ENG AS FOREIGN LANG	15.0	3	3.00	.01	DAILY	DAY-ON-CAMPUS	0830A	MARTINEZ,C.	FT
	ENG	043	ENG AS A FOREIGN LANG	15.0			.06	DAILY	DAY-ON-CAMPUS	0830A	SMITH,B.J.	PT
	ENG	044	INT ENG AS FOREIGN LANG	15.0	1	1.00	.01	DAILY	DAY-ON-CAMPUS	0830A	MARTINEZ,C.	FT
	ENG	044	ENG AS A FOREIGN LANG	15.0			.06	DAILY	DAY-ON-CAMPUS	0830A	SMITH,B.J.	PT
	ENG	045	ADV ENG AS FOREIGN LANG	15.0			.01	DAILY	DAY-ON-CAMPUS	0830A	MARTINEZ,C.	FT
	ENG	045	ENG AS A FOREIGN LANG	15.0			.06	DAILY	DAY-ON-CAMPUS	0830A	SMITH,B.J.	PT
WALLA WALLA					4	4.00	.21					
WHATCOM	ESL	150	ADV SKILLS IN ESL	4.0	12	3.20	.26	TF	DAY-OFF-CAMPUS	0200P	PECH,W	PT
	ESL	199	SPECIAL TOPICS	3.0	11	2.20	.08	T	EVENING-OFF-CAMPUS	0630P	PECH,W	PT
WHATCOM					23	5.40	.34					
TACOMA	ESL	092	GRAMMAR/ORAL PRACTICE	5.0	25	8.33	.35	DAILY	DAY-ON-CAMPUS	0130P	AUSTIN R	PT
	ESL	093	GRAMMAR/ORAL PRACTICE	5.0	24	8.00	.35	DAILY	DAY-ON-CAMPUS	0230P	AUSTIN	PT
	ESL	093	GRAMMAR/ORAL PRACTICE	5.0	21	7.00	.34	DAILY	DAY-ON-CAMPUS	0130P	LUKIN L	FT
	ESL	097	ENGL 2ND LANG: COMP	5.0	17	5.67	.35	DAILY	DAY-ON-CAMPUS	1030A	HOFFMEYER	PT
	ESL	097	ENGL 2ND LANG: COMP	5.0	20	6.67	.35	DAILY	DAY-ON-CAMPUS	1130A	MERRIMAN,H	PT
	ESL	098	ENGL 2ND LANG COMP	5.0	25	8.33	.35	DAILY	DAY-ON-CAMPUS	1130A	JASSON I	PT
	ESL	099	ENGL 2ND LANG: COMP	5.0	18	6.00	.33	DAILY	DAY-ON-CAMPUS	1130A	JONES M	FT
	ESL	099	ESL: COMPOSITION	5.0	14	4.67	.35	DAILY	DAY-ON-CAMPUS	0130P	MELQUIST	PT
	ESL	150	GRAMMAR/ORAL PRACTICE	5.0	16	5.33	1.00	DAILY	DAY-ON-CAMPUS	1230P	TUTTLE J	FT

ENGLISH ASL

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
TACOMA	ESL	150	GRAMMAR/ORAL PRACTICE	5.0	18	6.00	.35	DAILY	DAY-ON-CAMPUS	1230P	MERRIMAN H	PT
TACOMA					198	66.00	4.12					
					1,550	452.67	26.57					

ERIC

ETHNIC STUDIES

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SKAGIT VALLEY	ETHNC	100	US RAC MINORT SOSC	5.0	22	7.33	.16	DAILY	DAY-ON-CAMPUS	1200P	MUNGEN T	V
	ETHNC	100	DUMMY WITH MUNGEN	.0			.10	DAILY	DAY-ON-CAMPUS	1200P	KEMLING J	PT
	ETHNC	110	AMER INDIAN HISTRY	5.0	13	4.33	.10	DAILY	DAY-ON-CAMPUS	0900A	ADAMS B	PT
	ETHNC	253	BEG. SWEDISH	3.0	18	3.60	.19	M	EVENING-ON-CAMPUS	0700P	KARLSTROM E	PT
	ETHNC	253	HOLIDAY SPECIAL FOODS	3.0	8	1.60	.19	R	EVENING-OFF-CAMPUS	0700P	FRANULOVICH	PT
	ETHNC	253	BEG CROATIAN LANG.	3.0	15	3.00	.19	M	EVENING-OFF-CAMPUS	0700P	BOXELL D	PT
	SRETH	053	SENIOR CITIZEN WORKSHOP	3.0	4	0.80	.04	ARR	EVENING-ON-CAMPUS		KARLSTROM E	V
SKAGIT VALLEY					80	20.67	.97					
SEATTLE CENT	ANT	110	NORTH AMERICAN INDIANS	5.0	23	7.67	.32	MTWRF	DAY-ON-CAMPUS	1100A	BAENEN	FT
	ANT	130	WORLD CULTURES	3.0	28	5.60	.19	M	DAY-ON-CAMPUS	0100P	BENNETT	PT
	HIS	138	SURVEY OF CHICANO HISTOR	5.0	1	0.33	.01	MTWRF	DAY-ON-CAMPUS	1100A	SANCHEZ	V
	SSC	290	CUR. PRAC: EUROPE	2.0	2	0.27	.18	ARR	DAY-ON-CAMPUS	0000A	PEEK	FT
	SSC	290	CUR. PRAC: EUROPE	.0			.25	ARR	DAY-ON-CAMPUS	0000A	YORITA	FT
SEATTLE CENT					54	13.87	.95					
SEATTLE NORTH	ANT	130	WORLD CULTURES	3.0	3	0.60	.08	T R	EVENING-ON-CAMPUS	0700P	ABE	FT
	ANT	130	WORLD CULTURES	5.0	9	3.00	.25	T R	EVENING-ON-CAMPUS	0700P	ABE	FT
	ASI	101	INTRO TO ASIAN CIVIL	5.0	18	6.00	.30	MTWRF	DAY-ON-CAMPUS	0900A	HAERTEL	FT
SEATTLE NORTH					30	9.60	.63					
SHORELINE	ETHST	212	BLACK HISTORY PRESENT	5.0	8	2.67	.11	DAILY	DAY-ON-CAMPUS	1030A	TROTMAN, D	PT
	ETHST	254	NATIVE AMERICAN HISTORY	5.0	22	7.33	.33	DAILY	DAY-ON-CAMPUS	0830A	SIJOHN, H	FT
	ETHST	259	INTRO NAT AMER CONT PROB	5.0	19	6.33	.33	DAILY	DAY-ON-CAMPUS	1030A	LAFOUNTAINE,	PT
	ETHST	262	INTRO AM IN CULT ATLANTC	5.0	9	3.00	.33	DAILY	DAY-ON-CAMPUS	0930A	SIJOHN, H	FT
	HIST	271	BLACK HISTORY PRESENT	5.0	16	5.33	.22	DAILY	DAY-ON-CAMPUS	1030A	TROTMAN, D	PT
SHORELINE					74	24.67	1.32					
BELLEVUE	HIST	150	AFRO/AMERICAN HISTORY	5.0	15	5.00	.33	DAILY	DAY-ON-CAMPUS	1230P	HOOPER C	PT
BELLEVUE					15	5.00	.33					
FT STEILACOOM	ANTHR	250	INDNS N AMER	5.0	41	13.67	.33	DAILY	DAY-ON-CAMPUS	1000A	MCGINNIS	FT
	ANTHR	260	NW INDIANS	5.0	13	4.33	.34	MW	EVENING-OFF-CAMPUS	0530P	MCGINNIS	ML
	HIST	182	BLACK AMERNS	3.0	7	1.40	.11		DAY-OFF-CAMPUS		COBB	FT
	HIST	185	INDIANS PNW	2.0	3	0.40	.05		DAY-OFF-CAMPUS		COBB	FT
	HIST	185	INDIANS PNW	2.0	1	0.13	.01	ARR	DAY-OFF-CAMPUS		GREEN	FT
	HIST	187	NEW INDIANS	2.0	4	0.53	.01		DAY-OFF-CAMPUS		COBB	ML
	HIST	188	NATIV AMERNS	3.0	5	1.00	.02		DAY-OFF-CAMPUS		COBB	ML
FT STEILACOOM					74	21.47	.87					

ETHNIC STUDIES

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
LOWER COLUMBIA	SNST	032	ARMCHAIR TRAVEL	1.5	14	1.40	.10	T	DAY-ON-CAMPUS	0200P	WILLIAMS R	PT
	SNST	032	ARMCHAIR TRAVEL	1.5	13	1.30	.10	F	DAY-OFF-CAMPUS	0100P	MACK L	PT
LOWER COLUMBIA					27	2.70	.20					
WENATCHEE VAL	HIST	150	AMER INDIAN	3.0	33	6.60	.18	W	EVENING-ON-CAMPUS	0700P	SOLLARS J	FT
	HIST	151	AMER IND RCH	2.0	19	2.53	.12	DAILY	DAY-ON-CAMPUS	1000A	SOLLARS J	FT
WENATCHEE VAL					52	9.13	.30					
YAKIMA VALLEY	ETHS	145	NATIVE AMER EXPER	3.0	8	1.60	.18	M W F	DAY-ON-CAMPUS	0100P	ROOT P	FT
	ETHS	162	FIELD EXPER-I	2.0	5	0.67	.05	F	DAY-ON-CAMPUS	0400P	ROOT P	V
	ETHS	163	FIELD EXPER-II	3.0	4	0.80	.04	F	DAY-ON-CAMPUS	0300P	ROOT P	V
YAKIMA VALLEY					17	3.07	.27					
WHATCOM	ANTHR	130	NATIVE AMERICANS	5.0	23	7.67	.33	MW	DAY-OFF-CAMPUS	0100P	RICHARDSON,A	FT
WHATCOM					23	7.67	.33					
					446	117.83	6.17					

FOREIGN LANG.

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
PENINSULA	GERM	101	ELEM GERM	5.0	17	5.67	.30	DAILY	DAY-ON-CAMPUS	1200P	FISCH	FT
	GERM	204	INTER GERMAN	5.0	8	2.67	.34	DAILY	DAY-ON-CAMPUS	0800A	HAMMOND	FT
	GERM	295	SPEC PROJECT	1.0			.00	ARR	DAY-ON-CAMPUS		HAMMOND	V
	GERM	295	SPEC PROJECT	2.0			.00	ARR	DAY-ON-CAMPUS		HAMMOND	V
	GERM	295	SPEC PROJECT	3.0			.00	ARR	DAY-ON-CAMPUS		HAMMOND	V
	LANG	015	INTRO TO SPANISH	2.0	12	1.60	.14	ARR	EVENING-OFF-CAMPUS		LATHROP	PT
	LANG	024	FRENCH-BEG	2.0	17	2.27	.14	ARR	EVENING-OFF-CAMPUS		BARR	PT
	MUSIC	161	VOICE	2.0	3	0.40	.03	ARR	DAY-ON-CAMPUS		POLLARD	V
	MUSIC	161	VOICE	2.0	1	0.13	.01	ARR	DAY-ON-CAMPUS		POLLARD	V
	MUSIC	161	VOICE	2.0	2	0.27	.01	ARR	DAY-ON-CAMPUS		GRAVES, B.	PT
	S C	010	FRENCH	2.0	17	2.27	.14	R	DAY-OFF-CAMPUS	0100P	AHLMAN	PT
	SPAN	101	ELEM SPANISH	5.0	26	8.67	.33	DAILY	DAY-ON-CAMPUS	1100A	MOORE	FT
	SPAN	204	INTR SPANISH	5.0	11	3.67	.33	DAILY	DAY-ON-CAMPUS	0100P	MOORE	FT
	SPAN	295	SPEC PROJECT	1.0			.00	ARR	DAY-ON-CAMPUS		MOORE	V
	SPAN	295	SPEC PROJECT	2.0			.00	ARR	DAY-ON-CAMPUS		MOORE	V
	SPAN	295	SPEC PROJECT	3.0			.00	ARR	DAY-ON-CAMPUS		MOORE	V
PENINSULA					114	27.60	1.77					
GRAYS HARBOR	FINN	011	CONVERSATIONAL FINNISH	1.0	12	0.80	.07	T	EVENING-OFF-CAMPUS	0700P	SAARI K	PT
	FINN	012	CONVERSATIONAL FINNISH	2.0	10	1.33	.14	R	EVENING-ON-CAMPUS	0700P	AHONIEMI E	PT
	FREN	101	BEG FRENCH	5.0	30	10.00	.34	DAILY	DAY-ON-CAMPUS	1000A	ENRICO	FT
	GERM	101	BEG GERMAN	5.0	15	5.00	.33	DAILY	DAY-ON-CAMPUS	1200P	ENRICO	FT
	RUSS	101	BEG RUSSIAN	5.0	7	2.33	1.00	DAILY	DAY-ON-CAMPUS	1000A	WAGNER	FT
	RUSS	201	INTER RUSSIAN	3.0	2	0.40	.02	MWF	DAY-ON-CAMPUS	0000A	WAGNER	V
	SPAN	012	CONVERSATIONAL SPANISH	2.0	15	2.00	.14	M	EVENING-ON-CAMPUS	0630P	KRAUSE C	PT
	SR ED	051	BEG CONVERSATIONAL SPAN	1.0	9	0.60	.07	T	DAY-ON-CAMPUS	0200P	ENRICO H	ML
GRAYS HARBOR					100	22.47	2.11					
OLYMPIC	FRNCH	101	ELEM FRENCH	5.0	26	8.67	.34	DAILY	DAY-ON-CAMPUS	1000A	WAISMAN A	FT
	GERM	101	ELEM GERMAN	5.0	26	8.67	.33	DAILY	DAY-ON-CAMPUS	1000A	MATHIASEN J	FT
	GERM	195	INDEPN STUDY	5.0	1	0.33	.01	ARR	DAY-ON-CAMPUS	ARR	MATHIASEN J	V
	SPAN	101	ELEM SPANISH	5.0	23	7.67	.33	DAILY	DAY-ON-CAMPUS	1100A	WAISMAN A	FT
	SPAN	101	ELEM SPANISH	5.0	25	8.33	.33	DAILY	DAY-ON-CAMPUS	0100P	WAISMAN A	FT
	SPAN	140	SPANISH CONV	2.0	28	3.73	.15	T	EVENING-ON-CAMPUS	0710P	BROWN S	PT
	SPAN	195	INDEPN STUDY	3.0	1	0.20	.01	ARR	DAY-ON-CAMPUS	ARR	WAISMAN A	V
OLYMPIC					130	37.60	1.50					
SKAGIT VALLEY	FREN	101	FIRST-YR FRENCH I	5.0	11	3.67	.31	MW	EVENING-OFF-CAMPUS	0700P	REED M	PT
	GERM	101	FRST YEAR GERMAN I	5.0	20	6.67	.25	MW	EVENING-OFF-CAMPUS	0700P	PIERCE J	FT
	SPAN	011	BEG SPANISH I	3.0	27	5.40	.19	T	EVENING-ON-CAMPUS	0700P	CHAVES P	ML
	SPAN	052	SPANISH WORKSHOP	2.0	12	1.60	.13	T	DAY-OFF-CAMPUS	0345P	PETERSON F	PT
	SPAN	052	WORKSHOP	2.9	10	1.93	.18	ARR	EVENING-OFF-CAMPUS		LINDBORG C	PT

FOREIGN LANG.

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SKAGIT VALLEY	SPAN	101	1ST-YR SPANISH I	5.0	18	6.00	.25	DAILY	DAY-ON-CAMPUS	0900A	CHAVES P	FT
	SPAN	101	1ST-YR SPANISH I	5.0	27	9.00	.25	DAILY	DAY-ON-CAMPUS	1000A	CHAVES P	FT
	SPAN	101	1ST-YR SPANISH I	5.0	14	4.67	.25	DAILY	DAY-ON-CAMPUS	1200P	CHAVE P	FT
	SPAN	101	1ST-YR SPANISH I	5.0	19	6.33	.31	TR	DAY-OFF-CAMPUS	0100P	ORTIZ V	PT
	SPAN	201	2ND YEAR SPANISH I	5.0	7	2.33	.25	DAILY	DAY-ON-CAMPUS	0100P	CHAVES P	FT
	SRSPA	051	SENIOR CITIZEN WORKSHOP	3.0	5	1.00	.05	ARR	EVENING-ON-CAMPUS		CHAVES P	V
	SRSPA	055	SENIOR CITIZEN WORKSHOP	5.0	1	0.33	.01	ARR	DAY-ON-CAMPUS		CHAVES P	V
SKAGIT VALLEY					171	48.93	2.43					
EVERETT	FRNCH	101	ELEMENTARY FRENCH	5.0	42	14.00	.31	DAILY	DAY-ON-CAMPUS	1000A	SCOTT JAMES	FT
	FRNCH	151	BEG CONVERSATION	2.0			.07	T	EVENING-ON-CAMPUS	0700P	SCOTT JAMES	ML
	FRNCH	151	BEG CONVERSATION	2.0	20	2.67	.06	T	EVENING-ON-CAMPUS	0700P	FREIDENRICH	PT
	FRNCH	199A	SPECIAL TOPICS	1.0	15	1.00	.07	S	DAY-ON-CAMPUS	1000A	SCOTT JAMES	ML
	FRNCH	207	INTERMEDIATE FRENCH	3.0	7	1.40	.17	MWF	DAY-ON-CAMPUS	0900A	SCOTT JAMES	FT
	FRNCH	299A	SPECIAL PROJECTS	1.0	1	0.07	.00	MWF	DAY-ON-CAMPUS	0900A	SCOTT JAMES	FT
	FRNCH	299B	SPECIAL PROJECTS	2.0	1	0.13	.02	MWF	DAY-ON-CAMPUS	0900A	SCOTT JAMES	FT
	GERM	101	ELEMENTARY GERMAN	5.0	29	9.67	.28	DAILY	DAY-ON-CAMPUS	0900A	BJORN BRIGIT	FT
	GERM	101	ELEMENTARY GERMAN	5.0	6	2.00	.29	DAILY	DAY-ON-CAMPUS	0100P	BJORN BRIGIT	FT
	GERM	207	INTERMEDIATE GERMAN	3.0	10	2.00	.15	MWF	DAY-ON-CAMPUS	1100A	BJORN BRIGIT	FT
	GERM	299C	SPECIAL PROJECTS	3.0	4	0.80	.26	TR	DAY-ON-CAMPUS	1100A	BJORN BRIGIT	FT
	GERM	299D	SPECIAL PROJECTS	4.0	1	0.27	.00	TR	DAY-ON-CAMPUS	1100A	BJORN BRIGIT	FT
	GERM	299F	SPECIAL PROJECTS	6.0	1	0.40	.02	TR	DAY-ON-CAMPUS	1100A	BJORN BRIGIT	FT
	JAPAN	151	BEGINNING CONVERSATION	2.0	31	4.13	.13	T	EVENING-ON-CAMPUS	0700P	KAKIUCHI NOR	PT
	JAPAN	152	INTERMED CONVERSATION	2.0	10	1.33	.13	W	EVENING-ON-CAMPUS	0700P	KAKIUCHI NOR	PT
	SPAN	101	ELEMENTARY SPANISH	5.0	37	12.33	.31	DAILY	DAY-ON-CAMPUS	1100A	SCOTT JAMES	FT
	SPAN	207	INTERMEDIATE SPANISH	3.0	6	1.20	.13	MWF	DAY-ON-CAMPUS	0100P	SCOTT JAMES	FT
	SPAN	299A	SPECIAL PROJECTS	1.0	3	0.20	.06	MWF	DAY-ON-CAMPUS	0100P	SCOTT JAMES	FT
EVERETT					224	53.60	2.46					
EDMONDS	FRNCH	101	ELEMENTARY FRENCH	5.0	39	13.00	.34	MTWR	DAY-ON-CAMPUS	1200P	GARCIA A	FT
	SPAN	101	ELEMENTARY SPANISH	5.0	34	11.33	.33	DAILY	DAY-ON-CAMPUS	1000A	GARCIA A	FT
	SPAN	101	ELEMENTARY SPANISH	5.0	25	8.33	.33	MTWR	DAY-ON-CAMPUS	0110P	GARCIA A	FT
	SPAN	101	ELEMENTARY SPANISH	5.0	39	13.00	.34	T R	EVENING-ON-CAMPUS	0545P	GARCIA A	ML
EDMONDS					137	45.67	1.34					
SEATTLE CENT	FRE	101	FIRST YEAR FRENCH	5.0	44	14.67	.34	MTWRF	DAY-ON-CAMPUS	1100A	GILBERT	FT
	FRE	101	FIRST YEAR FRENCH	5.0	42	14.00	.33	MTWRF	DAY-ON-CAMPUS	0100P	GILBERT	FT
	FRE	101	FRIST YEAR FRENCH	5.0	46	15.33	.32	T R	EVENING-ON-CAMPUS	0700P	BARKLEY	PT
	GER	101	ELEMENTARY GERMAN	5.0	39	13.00	.33	MTWRF	DAY-ON-CAMPUS	1000A	GILBERT	FT
	SPA	101	ELEMENTARY SPANISH	5.0	35	11.67	.32	MTWRF	DAY-ON-CAMPUS	0800A	LARIOS	PT
	SPA	101	ELEMENTARY SPANISH	5.0	30	10.00	.32	MTWRF	DAY-ON-CAMPUS	0900A	LARIOS	PT
	SPA	101	ELEMENTARY SPANISH	5.0	7	2.33	.32	DAILY	DAY-ON-CAMPUS	0900A	DEL VECCHIO	PT

FOREIGN LANG.

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SEATTLE CENT					243	81.00	2.28					
SEATTLE NORTH	CHI	101	CHINESE:(MANDARIN) INTRO	5.0	26	8.67	.33	M W	EVENING-ON-CAMPUS	0700P	CHONG	PT
	FRE	101	ELEMENTARY FRENCH	5.0	33	11.00	.34	MTWRF	DAY-ON-CAMPUS	0900A	APPLEBAUM	FT
	FRE	101	ELEMENTARY FRENCH	5.0	28	9.33	.35	MTWRF	DAY-ON-CAMPUS	1000A	STONE	PT
	FRE	102	ELEMENTARY FRENCH	5.0	15	5.00	.33	MTWRF	DAY-ON-CAMPUS	1100A	APPLEBAUM	FT
	GER	101	ELEMENTARY GERMAN	5.0	29	9.67	.35	M W F	DAY-ON-CAMPUS	1100A	MADER	PT
	GER	101	ELEMENTARY GERMAN	5.0	31	10.33	.35	T R	EVENING-ON-CAMPUS	0700P	MADER	PT
	GER	102	ELEMENTARY GERMAN	5.0	14	4.67	.33	MTWRF	DAY-ON-CAMPUS	1000A	APPLEBAUM	FT
	SPA	021	SPANISH I	5.0	20	6.67	.33	M W	EVENING-ON-CAMPUS	0700P	MILLER J	PT
	SPA	101	ELEMENTARY SPANISH	5.0	26	8.67	.34	MTWRF	DAY-ON-CAMPUS	1100A	MILLHIZER	FT
	SPA	101	ELEMENTARY SPANISH	5.0	29	9.67	.33	MTWRF	DAY-ON-CAMPUS	0900A	MILLHIZER	FT
	SPA	101	ELEMENTARY SPANISH	5.0	35	11.67	.35	M W	EVENING-ON-CAMPUS	0700P	ZAHAJKO	PT
	SPA	103	ELEMENTARY SPANISH	5.0	8	2.67	.33	MTWRF	DAY-ON-CAMPUS	1000A	MILLHIZER	FT
SEATTLE NORTH					294	97.99	4.06					
SEATTLE SOUTH	GER	101	ELEMENTARY GERMAN	5.0	15	5.00	.32	MW	EVENING-OFF-CAMPUS	0700P	JOHNSON,LARR	PT
	SPA	101	ELEMENTARY SPANISH	5.0	33	11.00	.32	MTWRF	DAY-ON-CAMPUS	1000A	SCHINASI	PT
	SPA	101	ELEMENTARY SPANISH	5.0	23	7.67	.32	MW	EVENING-ON-CAMPUS	0730P	WILSON,MARY	PT
SEATTLE SOUTH					71	23.67	.96					
SHORELINE	C ED	012Y	FRENCH CONVERSATIONAL	2.0	17	2.27	.13	W	EVENING-OFF-CAMPUS	0700P	DUESENBURG,F	PT
	C ED	014Y	GERMAN CONVERSATIONAL	2.0	24	3.20	.13	T	EVENING-OFF-CAMPUS	0700P	DUESENBURG,F	PT
	C ED	062Y	SPANISH CONVERS ADVANCED	2.0	26	3.47	.13	M	EVENING-OFF-CAMPUS	0700P	VALENZUELA,R	PT
	C ED	084Y	ELEM COLLOQUIAL JAPANESE	2.0	16	2.13	.13	M	EVENING-ON-CAMPUS	0700P	KURANISHI, M	PT
	C ED	101Y	NORWEGIAN LEVEL I	2.0	26	3.47	.13	W	EVENING-ON-CAMPUS	0700P	QVIGSTAD, K	PT
	C ED	102Y	NORWEGIAN LEVEL II	2.0	16	2.13	.13	M	EVENING-ON-CAMPUS	0700P	QVIGSTAD, K	PT
	FRNCH	101	ELEMENTARY FRENCH	5.0	36	12.00	.34	DAILY	DAY-ON-CAMPUS	0830A	HART, S	FT
	FRNCH	101	ELEMENTARY FRENCH	5.0	33	11.00	.33	DAILY	DAY-ON-CAMPUS	1130A	HART, S	FT
	FRNCH	201	INTERMEDIATE FRENCH	5.0	25	8.33	.33	DAILY	DAY-ON-CAMPUS	0930A	HART, S	FT
	FRNCH	299	SPECIAL PROJECT	3.0	1	0.20	.01	ARR	DAY-ON-CAMPUS		HART, S	V
	FRNCH	299	SPECIAL PROJECT	3.0			.01	ARR	DAY-ON-CAMPUS		HART, S	V
	FRNCH	299	SPECIAL PROJECT	3.0	1	0.20	.01	ARR	DAY-ON-CAMPUS		HART, S	V
	GERMN	101	ELEMENTARY GERMAN	5.0	26	8.67	.33	DAILY	DAY-ON-CAMPUS	0830A	MALOOF, K	PT
	GERMN	101	ELEMENTARY GERMAN	5.0	25	8.33	.33	DAILY	DAY-ON-CAMPUS	0930A	MALOOF, K	PT
	GERMN	299	SPECIAL PROJECT	3.0	1	0.20	.01	ARR	DAY-ON-CAMPUS		MALOOF, K	V
	SPAN	101	ELEMENTARY SPANISH	5.0	28	9.33	.34	DAILY	DAY-ON-CAMPUS	0730A	HUNTER, P	FT
	SPAN	101	ELEMENTARY SPANISH	5.0	29	9.67	.33	DAILY	DAY-ON-CAMPUS	0830A	HUNTER, P	FT
	SPAN	101	ELEMENTARY SPANISH	5.0	30	10.00	.33	DAILY	DAY-ON-CAMPUS	1030A	HUNTER, P	FT
	SPAN	101	ELEMENTARY SPANISH	5.0	29	9.67	.33	M W	DAY-ON-CAMPUS	0710P	DUNN, L	PT
	SPAN	201	INTERMEDIATE SPANISH	5.0	13	4.33	.33	DAILY	DAY-ON-CAMPUS	1130A	DUNN, L	PT

ERIC

FOREIGN LANG.

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SHORELINE					402	108.59	4.14					
BELLEVUE	CHIN	011	BEGIN CHINESE	3.0	14	2.80	.20	R	EVENING-ON-CAMPUS	0700P	HOU E	PT
	FRNCH	011	BEGIN CONV FRENCH	3.0	30	6.00	.20	W	EVENING-ON-CAMPUS	0700P	KONCSEK P	PT
	FRNCH	011	BEGIN CONV FRENCH	3.0	27	5.40	.20	W	EVENING-ON-CAMPUS	0700P	MEILLEUR R	PT
	FRNCH	013	CONVERSATIONAL FRENCH	3.0	8	1.60	.11	T	EVENING-ON-CAMPUS	0700P	ROUSSO D	PT
	FRNCH	014	CONVERSATIONAL FRNCH	3.0	2	0.40	.04	R	EVENING-ON-CAMPUS	0700P	MEILLEUR R	PT
	FRNCH	017	CONVERSATIONAL FRNCH	3.0	1	0.20	.02	R	EVENING-ON-CAMPUS	0700P	MEILLEUR R	PT
	FRNCH	019	CONVERSATIONAL FRENCH	3.0	5	1.00	.13	R	EVENING-ON-CAMPUS	0700P	MEILLEUR R	PT
	FRNCH	020	CONVERSATIONAL FRENCH	3.0			.01	R	EVENING-ON-CAMPUS	0700P	MEILLEUR R	PT
	FRNCH	101	BEGINNING 1ST YR FRENCH	5.0	36	12.00	.34	DAILY	DAY-ON-CAMPUS	0830A	MATKOVICK E	FT
	FRNCH	101F	BEGIN 1ST YR FRNCH(FLAP)	5.0	20	6.67	.16	DAILY	DAY-ON-CAMPUS	0930A	MATKOVICK E	FT
	FRNCH	102F	BEGIN 1ST YR FRNCH(FLAP)	5.0	21	7.00	.17	DAILY	DAY-ON-CAMPUS	0930A	MATKOVICK E	FT
	FRNCH	103F	ADV 1ST YR FRNCH (FLAP)	5.0	5	1.67	.08	MWF	DAY-ON-CAMPUS	1230P	MATKOVICK E	FT
	FRNCH	111	BEGINNING FRENCH	3.0	33	6.60	.20	W	EVENING-ON-CAMPUS	0700P	MATKOVICK E	ML
	FRNCH	113	BEGINNING FRENCH	4.0	7	1.87	.09	T	EVENING-ON-CAMPUS	0700P	ROUSSO D	PT
	FRNCH	201F	BASIC 2D YR FRENCH(FLAP)	5.0	15	5.00	.25	MWF	DAY-ON-CAMPUS	1230P	MATKOVICK E	FT
	GERM	011	BEGIN CONV GERMAN	3.0	21	4.20	.12	T	EVENING-ON-CAMPUS	0700P	MERENYI K	PT
	GERM	011	BEGIN CONV GERMAN	3.0	28	5.60	.20	R	EVENING-ON-CAMPUS	0700P	HAGEMEYER E	PT
	GERM	101	BEGIN 1ST YR GERMAN	5.0	30	10.00	.35	DAILY	DAY-ON-CAMPUS	1030A	PFISTER F	FT
	GERM	101F	BEGIN 1ST YR GERM (FLAP)	5.0	14	4.67	.26	DAILY	DAY-ON-CAMPUS	1130A	PFISTER F	FT
	GERM	102F	INTER 1ST YR GERM (FLAP)	5.0	5	1.67	.09	DAILY	DAY-ON-CAMPUS	1130A	PFISTER F	FT
	GERM	104V	INDIVIDUAL 1ST YR GERMAN	4.3	18	5.16	.19	DAILY	DAY-ON-CAMPUS	0830A	PFISTER F	FT
	GERM	111	BEGINNING GERMAN	3.0	14	2.80	.08	T	EVENING-ON-CAMPUS	0700P	MERENYI F	PT
	GERM	201F	BASIC 2D YR GERMAN(FLAP)	5.0	10	3.33	.11	DAILY	DAY-ON-CAMPUS	0830A	PFISTER F	FT
	ITAL	011	BEGIN CONV ITALIAN	3.0	35	7.00	.20	M	EVENING-ON-CAMPUS	0700P	BAHM C	PT
	JAPAN	011	BEGIN CONV JAPANESE	3.0	39	7.80	.20	W	EVENING-ON-CAMPUS	0700P	HASEGAWA M	PT
	RUSS	011	BEGIN CONV RUSSIAN	3.0	10	2.00	.20	W	EVENING-ON-CAMPUS	0700P	MCDANIEL G	PT
	SPAN	011	BEGIN CONV SPANISH	3.0	18	3.60	.09	M	EVENING-ON-CAMPUS	0700P	MERENYI K	PT
	SPAN	011	BEGIN CONV SPANISH	3.0	30	6.00	.20	R	EVENING-ON-CAMPUS	0700P	CUEVAS F	PT
	SPAN	011	BEGIN CONV SPANISH	3.0	24	4.80	.20	W	EVENING-ON-CAMPUS	0700P	OLSON M	PT
	SPAN	013	CONVERSATIONAL SPANISH	3.0	5	1.00	.09	R	EVENING-ON-CAMPUS	0700P	HEARN L	PT
	SPAN	014	CONVERSATIONAL SPANISH	3.0	6	1.20	.11	R	EVENING-ON-CAMPUS	0700P	HEARN L	PT
	SPAN	101	BEGIN 1ST YR SPANISH	5.0	29	9.67	.33	DAILY	DAY-ON-CAMPUS	0730A	MEILLEUR R	PT
	SPAN	101	BEGIN 1ST YR SPANISH	5.0	34	11.33	.33	DAILY	DAY-ON-CAMPUS	0830A	MEILLEUR R	PT
	SPAN	111	BEGINNING SPANISH	3.0	20	4.00	.11	M	EVENING-ON-CAMPUS	0700P	MERENYI K	PT
	SPAN	201	BASIC 2D YR SPANISH	5.0	11	3.67	.33	DAILY	DAY-ON-CAMPUS	1030A	FUNKE R	PT
	SWED	011	BEGIN CONV SWEDISH	3.0	30	6.00	.20	W	EVENING-ON-CAMPUS	0700P	ADAMS A	PT
BELLEVUE					655	163.69	6.19					
HIGHLINE	COM	010	BEGIN CONVERSATIONAL GER	2.0	19	2.53	.13	W	EVENING-ON-CAMPUS	0700P	LARAMORE I	PT
	COM	011	INTER CONVERSATIONAL GER	2.0	8	1.07	.13	M	EVENING-ON-CAMPUS	0700P	LARAMORE I	PT
	COM	012	BEG CONVERSATIONAL FREN	2.0	23	3.07	.13	W	EVENING-ON-CAMPUS	0700P	BERMAN J	PT
	COM	020	BEG CONVERSATIONAL SPAN	2.0	22	2.93	.13	W	EVENING-ON-CAMPUS	0700P	SARVER G	PT

FOREIGN LANG.

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
HIGHLINE	COM	021	INT CONVERSATIONAL SPAN	2.0	12	1.60	.13	M	EVENING-ON-CAMPUS	0700P	SARVER G	PT
	COM	027	BEG CONVERSATIONAL JAPAN	2.0	19	2.53	.13	T	EVENING-ON-CAMPUS	0700P	YAMASHITA M	PT
	COM	032	BEG CONVERSATIONAL ITAL	2.0	20	2.67	.13	R	EVENING-ON-CAMPUS	0700P	BAHM C	PT
	COM	038	EXPLORING MATH ANXIETY	1.0	21	1.40	.07	S	DAY-ON-CAMPUS	0900A	HAGGERTY P	ML
	FREN	101	ELEMENTARY FRENCH	5.0	37	12.33	.34	DAILY	DAY-ON-CAMPUS	0900A	HOFMANN E	FT
	FREN	101	ELEMENTARY FRENCH	5.0	28	9.33	.30	DAILY	DAY-ON-CAMPUS	1200P	HOEM K	FT
	FREN	101	ELEMENTARY FRENCH	5.0	25	8.33	.33	TR	EVENING-ON-CAMPUS	0700P	NESS B	PT
	FREN	102	ELEMENTARY FRENCH	5.0	13	4.33	.29	DAILY	DAY-ON-CAMPUS	1000A	HOEM K	FT
	FREN	201	INTERMEDIATE FRENCH	5.0	12	4.00	.29	DAILY	DAY-ON-CAMPUS	0900A	HOEM K	FT
	GER	101	LABORATORY	.0	24		.00	TR	DAY-ON-CAMPUS	1230P	DUMMY L	FT
	GER	101	LABORATORY	.0	23		.00	TR	DAY-ON-CAMPUS	0830A	DUMMY L	FT
	GER	101	ELEMENTARY GERMAN	5.0	23	7.67	.34	DAILY	DAY-ON-CAMPUS	0900A	SCHIMMELBUSC	FT
	GER	101	ELEMENTARY GERMAN	5.0	24	8.00	.33	DAILY	DAY-ON-CAMPUS	1100A	SCHIMMELBUSC	FT
	GER	102	ELEMENTARY GERMAN	5.0	14	4.67	.33	DAILY	DAY-ON-CAMPUS	1000A	SCHIMMELBUSC	FT
	GER	201	INTERMEDIATE GERMAN	5.0	1	0.33	.01	R	DAY-ON-CAMPUS	0100P	SCHIMMELBUSC	V
	JAPAN	101	ELEMENTARY JAPANESE	5.0	38	12.67	.34	DAILY	DAY-ON-CAMPUS	1000A	GA-TOLENTINO	FT
	SPAN	101	ELEMENTARY SPANISH	5.0	32	10.67	.34	DAILY	DAY-ON-CAMPUS	0800A	FRANTILLA K	FT
	SPAN	101	ELEMENTARY SPANISH	5.0	34	11.33	.33	DAILY	DAY-ON-CAMPUS	1100A	FRANTILLA K	FT
	SPAN	I01	ELEMENTARY SPANISH	5.0	31	10.33	.34	MW	EVENING-ON-CAMPUS	0700P	GA-TOLENTINO	ML
	SPAN	102	ELEMENTARY SPANISH	5.0	13	4.33	.33	DAILY	DAY-ON-CAMPUS	0900A	GA-TOLENTINO	FT
	SPAN	201	INTERMEDIATE SPANISH	5.0	10	3.33	.33	DAILY	DAY-ON-CAMPUS	1100A	GA-TOLENTINO	FT
HIGHLINE					526	129.46	5.55					
GREEN RIVER	FREN	101	ELEMENTARY FRENCH	5.0	24	8.00	.00	DAILY	DAY-ON-CAMPUS	0900A	LOLAND J	FT
	FREN	101	ELEMENTARY FRENCH	5.0	28	9.33	.00	DAILY	DAY-ON-CAMPUS	1100A	LOLAND J	FT
	FREN	201	INTERMEDIATE FRENCH	5.0	11	3.67	.00	DAILY	DAY-ON-CAMPUS	1000A	LOLAND J	FT
	GERM	090	CONVERSATIONAL GERMAN	3.0	17	3.40	.00	W	EVENING-ON-CAMPUS	0700P	DIRKS R	ML
	GERM	101	ELEMENTARY GERMAN	5.0	24	8.00	.00	DAILY	DAY-ON-CAMPUS	0900A	DIRKS R	FT
	GERM	101	ELEMENTARY GERMAN	5.0	28	9.33	.00	DAILY	DAY-ON-CAMPUS	1000A	DIRKS R	FT
	GERM	201	INTERMEDIATE GERMAN	5.0	9	3.00	.00	DAILY	DAY-ON-CAMPUS	1100A	DIRKS R	FT
	SPAN	101	ELEMENTARY SPANISH	5.0	32	10.67	.34	DAILY	DAY-ON-CAMPUS	1000A	FRANCO T	FT
	SPAN	101	ELEMENTARY SPANISH	5.0	30	10.00	.33	DAILY	DAY-ON-CAMPUS	0100P	FRANCO T	FT
	SPAN	201	INTERMEDIATE SPANISH	5.0	13	4.33	.33	DAILY	DAY-ON-CAMPUS	1100A	FRANCO T	FT
	SPAN	299	INDEPENDENT STUDY	3.0	1	0.20	.01	ARR	DAY-OFF-CAMPUS	ARR	FRANCO T	V
GREEN RIVER					217	69.93	1.01					
FT STEILACOOM	FREN	101	FRENCH BEG I	5.0	45	15.00	.22	DAILY	DAY-ON-CAMPUS	1100A	BOYDEN	FT
	FREN	101	FRENCH BEG I	5.0	44	14.67	.34	TR	EVENING-ON-CAMPUS	0530P	BOYDEN	ML
	GERMN	051	GERMAN CONV	2.0	13	1.73	.11	T	EVENING-OFF-CAMPUS	0700P	HOYLE	PT
	GERMN	052	GERMAN CONV	2.0	2	0.27	.02	T	EVENING-OFF-CAMPUS	0700P	HOYLE	PT
	GERMN	101	GERMAN BEG I	5.0	47	15.67	.22	DAILY	DAY-ON-CAMPUS	0900A	BOYDEN	FT
	GERMN	101	ELEM/GERMAN	5.0	22	7.33	.34	MTWR	EVENING-OFF-CAMPUS	1930P	TORRES	PT
	GERMN	102	ELEM GERMAN	5.0	12	4.00	.34	MTWR	EVENING-OFF-CAMPUS	1930P	TORRES	PT

FOREIGN LANG.

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
FT STEILACOOM	GERMN	290C	IND STUDY	3.0	3	0.60	.03	ARR	DAY-OFF-CAMPUS	ARR	BOYDEN	V
	SPAN	101	SPANISH BEG	5.0	45	15.00	.34	DAILY	DAY-ON-CAMPUS	1200P	LAWRENCE L	PT
	SPAN	101	ELE SPANISH	5.0	10	3.33	.34	TR	EVENING-OFF-CAMPUS	0500P	MAGEE C	PT
	SPAN	290B	IND STUDY	2.0	1	0.13	.01	ARR	DAY-OFF-CAMPUS	ARR	LAWRENCE L	V
	SPAN	290C	IND STUDY	3.0	2	0.40	.02	ARR	DAY-OFF-CAMPUS	ARR	LAWRENCE L	V
FT STEILACOOM					246	78.13	2.33					
CENTRALIA	ART	157A	LETTERING	2.0	14	1.87	.10	R	EVENING-ON-CAMPUS	0700P	SCHWARTZ H	PT
	FPCH	101A	ELEMENTARY	5.0	27	9.00	.26	DAILY	DAY-ON-CAMPUS	0900A	BURGER B	PT
	FRCH	101A	ELEMENTARY	5.0	20	6.67	.33	DAILY	DAY-ON-CAMPUS	1100A	BURGER B	PT
	FRCH	101A	ELEMENTARY	5.0	13	4.33	.33	MW	EVENING-OFF-CAMPUS	0500P	MARABY	PT
	FRCH	101A	ELEMENTARY	5.0	1	0.33	.01	DAILY	EVENING-OFF-CAMPUS	ARR	HAHN M	V
	FRCH	295A	SUPVSD/STUDY	5.0	7	2.33	.07	ARR	DAY-ON-CAMPUS	ARR	BURGER B	PT
	GERM	090A	TRAVELERS	3.0	7	1.40	.20	T	EVENING-ON-CAMPUS	0700P	BURGER	PT
	GERM	101A	ELEMENTARY	5.0	15	5.00	.25	DAILY	DAY-ON-CAMPUS	0900A	FREUND	FT
	GERM	101A	ELEMENTARY	5.0	10	3.33	.25	DAILY	DAY-ON-CAMPUS	1000A	FREUND	FT
	GERM	101A	ELEMENTARY	5.0	4	1.33	.25	DAILY	DAY-OFF-CAMPUS	1200A	FREUND	FT
	GERM	101A	ELEMENTARY	5.0	19	6.33	.33	MW	EVENING-OFF-CAMPUS	0700P	BRITTON	PT
	SPAN	090A	TRAVELERS	3.0	14	2.80	.20	R	EVENING-OFF-CAMPUS	0700P	ANDERSON G	PT
	SPAN	101A	ELEMENTARY	5.0	30	10.00	.33	DAILY	DAY-ON-CAMPUS	1000A	YOCUM L	PT
	SPAN	101A	ELEMENTARY	5.0	13	4.33	.33	TR	EVENING-OFF-CAMPUS	0700P	MARTI M	PT
	SPAN	201A	ADVANCED	5.0	9	3.00	.33	DAILY	DAY-ON-CAMPUS	1200A	YOCUM L	PT
CENTRALIA					203	62.06	3.57					
GARRETT HEYNS	FRCH	101A	ELEM FRENCH	5.0	16	5.33	.16	DAILY	DAY-OFF-CAMPUS	1235P	BROWN	V
GARRETT HEYNS					16	5.33	.16					
LOWER COLUMBIA	FREN	101	ELEMENTARY FRENCH	5.0	25	8.33	.33	MW	EVENING-ON-CAMPUS	0700P	TYNAN M	PT
	SPAN	101	ELEM SPANISH	5.0	32	10.67	.33	MW	EVENING-ON-CAMPUS	0700P	KUHL B	PT
LOWER COLUMBIA					57	19.00	.66					
CLARK	CHIN	101	MANDARIN CHIN	5.0	16	5.33	.35	T	EVENING-ON-CAMPUS	0700P	YANG W	PT
	FREN	101	1ST YR FRENCH	5.0	28	9.33	.25	DAILY	DAY-ON-CAMPUS	0100P	MRAZEK D	FT
	FREN	101	1ST YR FRENCH	5.0	22	7.33	.22	MW	EVENING-ON-CAMPUS	0700P	PILON D	PT
	FREN	102	1ST YR FRENCH	5.0	5	1.67	.05	MW	EVENING-ON-CAMPUS	0700P	PILON D	PT
	FREN	103	1ST YR FRENCH	5.0			.00	MW	EVENING-ON-CAMPUS	0700P	PILON D	PT
	FREN	103	1ST YR FRENCH	5.0	2	0.67	.05	DAILY	DAY-ON-CAMPUS	1100A	MRAZEK D	V
	FREN	201	2ND YR FRENCH	3.0	10	2.00	.15	MWF	DAY-ON-CAMPUS	1100A	MRAZEK D	FT
	FREN	201	2ND YR FRENCH	3.8	8	2.03	.08	W	EVENING-ON-CAMPUS	0700P	PILON D	PT
	FREN	204	CONTD FREN ST	2.0	3	0.40	.05	ARR	DAY-ON-CAMPUS	ARR	MRAZEK D	FT
	GERM	100	GERMAN AREA ST	5.0	1	0.33	.01	DAILY	DAY-ON-CAMPUS	0900A	SCHMALENBERG	FT

FOREIGN LANG.

COLLEGE NAME	DIV.. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
CLARK	GERM	100	GERMAN AREA ST	5.0	2	0.67	.02	DAILY	DAY-ON-CAMPUS	1000A	SCHMALENBERG	FT
	GERM	100	GERMAN AREA ST	5.0			.00	R	EVENING-ON-CAMPUS	0700P	SCHMALENBERG	FT
	GERM	101	1ST YR GERMAN	5.0	20	6.67	.18	DAILY	DAY-ON-CAMPUS	0900A	SCHMALENBERG	FT
	GERM	101	1ST YR GERMAN	5.0	19	6.33	.16	DAILY	DAY-ON-CAMPUS	1000A	SCHMALENBERG	FT
	GERM	101	1ST YR GERMAN	3.0	27	5.40	.09	R	EVENING-ON-CAMPUS	0700P	SCHMALENBERG	FT
	GERM	102	1ST YR GERMAN	5.0			.00	DAILY	DAY-ON-CAMPUS	0900A	SCHMALENBERG	FT
	GERM	102	1ST YR GERMAN	5.0	1	0.33	.01	DAILY	DAY-ON-CAMPUS	1000A	SCHMALENBERG	FT
	GERM	102	1ST YR GERMAN	3.0	4	0.80	.01	R	EVENING-ON-CAMPUS	0700P	SCHMALENBERG	FT
	GERM	103	1ST YR GERMAN	5.0			.00	DAILY	DAY-ON-CAMPUS	0900A	SCHMALENBERG	FT
	GERM	103	1ST YR GERMAN	5.0	2	0.67	.19	DAILY	DAY-ON-CAMPUS	1000A	SCHMALENBERG	FT
	GERM	103	1ST YR GERMAN	3.0	1	0.20	.01	R	EVENING-ON-CAMPUS	0700P	SCHMALENBERG	FT
	GERM	201	2ND YR GERMAN	3.0	1	0.20	.12	DAILY	DAY-ON-CAMPUS	0900A	SCHMALENBERG	FT
	GERM	201	2ND YR GERMAN	3.0			.00	DAILY	DAY-ON-CAMPUS	1000A	SCHMALENBERG	FT
	GERM	201	2ND YR GERMAN	3.0	1	0.20	.01	R	EVENING-ON-CAMPUS	0700P	SCHMALENBERG	FT
	GERM	202	2ND YR GERMAN	3.0			.00	DAILY	DAY-ON-CAMPUS	0900A	SCHMALENBERG	FT
	GERM	202	2ND YR GERMAN	3.0			.00	DAILY	DAY-ON-CAMPUS	1000A	SCHMALENBERG	FT
	GERM	202	2ND YR GERMAN	3.0			.00	R	EVENING-ON-CAMPUS	0700P	SCHMALENBERG	FT
	GERM	203	2ND YR GERMAN	3.0			.00	DAILY	DAY-ON-CAMPUS	0900A	SCHMALENBERG	FT
	GERM	203	2ND YR GERMAN	3.0			.00	DAILY	DAY-ON-CAMPUS	1000A	SCHMALENBERG	FT
	GERM	203	2ND YR GERMAN	3.0			.00	R	EVENING-ON-CAMPUS	0700P	SCHMALENBERG	FT
	GERM	290	SPEC PROJECTS	3.0	1	0.20	.19	ARR	DAY-ON-CAMPUS	ARR	SCHMALENBERG	FT
	ITAL	101	1ST YR ITALIAN	5.0	16	5.33	.35	T	EVENING-ON-CAMPUS	0700P	VARA A	PT
	JAPN	101	1ST YR JAPANES	5.0	22	7.33	.35	MW	EVENING-ON-CAMPUS	0700P	GILLIAM G	PT
	SPAN	075	SPANISH COMMUNICATIONS	2.0	25	3.33	.14	W	EVENING-OFF-CAMPUS	0700P	SOLIS J	PT
	SPAN	075	SPANISH COMMUNICATIONS	2.0	30	4.00	.14	M	EVENING-OFF-CAMPUS	0700P	SOLIS J	PT
	SPAN	101	1ST YR SPANISH	5.0	31	10.33	.14	DAILY	DAY-ON-CAMPUS	1000A	CALVERT J	FT
	SPAN	101	1ST YR SPANISH	5.0	26	8.67	.15	TR	EVENING-ON-CAMPUS	0700P	CALVERT J	FT
	SPAN	103	1ST YR SPANISH	5.0	16	5.33	.15	DAILY	DAY-ON-CAMPUS	1200P	CALVERT J	FT
	SPAN	201	2ND YR SPANISH	3.0	14	2.80	.21	MWF	DAY-ON-CAMPUS	0900A	CALVERT J	ML
	SPAN	204	SUPPL ST SPAN	2.0	4	0.53	.06	ARR	DAY-ON-CAMPUS	ARR	CALVERT J	FT
CLARK					358	98.42	3.89					
WENATCHEE VAL.	FREN	101	ELEM FREN	5.0	26	8.67	.20	DAILY	DAY-ON-CAMPUS	0900A	RACY E	FT
	FREN	107	ELEM FREN LIT	2.0	1	0.13	.08	TR	DAY-ON-CAMPUS	1000A	RACY E	FT
	FREN	204	INT FRENCH	5.0	3	1.00	.20	DAILY	DAY-ON-CAMPUS	1100A	RACY E	FT
	FREN	207	SRV/FREN LIT	3.0	4	0.80	.12	MWF	DAY-ON-CAMPUS	1000A	RACY E	FT
	SAL	116	CONV OKANOGN	4.0	14	3.73	.25	TR	EVENING-OFF-CAMPUS	0700P	CHARLEY W	PT
	SPAN	101	ELEM SPANISH	5.0	39	13.00	.18	DAILY	DAY-ON-CAMPUS	1100A	WALTERS C	FT
	SPAN	102	ELEM SPANISH	5.0	2	0.67	.19	ARR	DAY-ON-CAMPUS	ARR	WALTERS C	FT
	SPAN	103	ELEM SPANISH	5.0	4	1.33	.19	ARR	DAY-ON-CAMPUS	ARR	WALTERS C	FT
	SPAN	114	CONV SPANISH	3.0	28	5.60	.19	MW	EVENING-ON-CAMPUS	0700P	SANBORN R	PT
	SPAN	114	CONV SPANISH	3.0	10	2.00	.19	MW	EVENING-OFF-CAMPUS	0700P	BROWN T	PT
	SPAN	114	CONV SPANISH	3.0	13	2.60	.19	MW	EVENING-OFF-CAMPUS	0700P	SMITH S	PT
	SPAN	114	CONV SPANISH	3.0	7	1.40	.19	T	EVENING-OFF-CAMPUS	0530P	SHERMAN R	PT

FOREIGN LANG.

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPL STATUS
WENATCHEE VAL	SPAN	180	SPANISH/READ	2.0	1	0.13	.07	ARR	DAY-ON-CAMPUS	ARR	WALTERS C	FT
	SPAN	204	INT SPANISH	5.0	7	2.33	.19	DAILY	DAY-ON-CAMPUS	0400P	WALTERS C	FT
WENATCHEE VAL					159	43.40	2.43					
YAKIMA VALLEY	FREN	214	BEG CONVERSATIONAL FREN	3.0	10	2.00	.21	M	EVENING-OFF-CAMPUS	0700P	EASTERLING I	PT
	GERM	101	BEGIN GERMAN-I	5.0	18	6.00	.28	DAILY	DAY-ON-CAMPUS	0900A	UHLMAN J	FT
	GERM	204	INTER GERMAN-IV	5.0	6	2.00	.28	DAILY	DAY-ON-CAMPUS	1000A	UHLMAN J	FT
	SPAN	101	BEGIN SPANISH-I	5.0	29	9.67	.34	DAILY	DAY-ON-CAMPUS	0800A	PINON R	FT
	SPAN	101	BEGIN SPANISH-I	5.0	26	8.67	.33	DAILY	DAY-ON-CAMPUS	1000A	PINON R	FT
	SPAN	101	BEGIN SPANISH-I	5.0	30	10.00	.33	DAILY	DAY-ON-CAMPUS	1100A	PINON R	FT
	SPAN	102	SPANISH-II	5.0	6	2.00	.34	ARR	EVENING-OFF-CAMPUS	0630P	LEIVA R	PT
	SPAN	111	CONVERSATION I	3.0	41	8.20	.41	M	EVENING-ON-CAMPUS	0630P	DODSON W	V
	SPAN	111	CONVERSATION SPANISH-I	3.0	27	5.40	.21	T	EVENING-OFF-CAMPUS	0700P	DIAZ A	PT
	SPAN	111	CONVERSATION SPANISH-I	3.0	33	6.60	.21	M	EVENING-OFF-CAMPUS	0700P	RODRIGUEZ R	PT
	SPAN	112	CONVERSATION SPANISH-II	3.0	12	2.40	.21	W	EVENING-OFF-CAMPUS	0700P	RODRIGUEZ R	PT
	SPAN	113	CONVERSATION III	3.0	5	1.00	.05	M	EVENING-ON-CAMPUS	0630P	CHANDLER C	V
	SPAN	114	INTER CONVER SPANISH-I	3.0	17	3.40	.21	M	EVENING-ON-CAMPUS	0630P	CHANDLER C	PT
	SPAN	204	INTER SPANISH-IV	5.0	11	3.67	.11	DAILY	DAY-ON-CAMPUS	0100P	PINON R	V
	SPAN	209	CONVERSAT SPAN-I	3.0	13	2.60	.21	R	EVENING-ON-CAMPUS	0630P	CHANDLER C	PT
YAKIMA VALLEY					284	73.60	3.73					
SPOKANE	FRNCH	101M	BEG FRENCH	5.0	43	14.33	.33	DAILY	DAY-ON-CAMPUS	0930A	ZOLTAK M	FT
SPOKANE					43	14.33	.33					
SPOKANE FALLS	FRNCH	010C	FRENCH CONV	1.8	16	1.92	.12	T	EVENING-ON-CAMPUS	0700P	BARRATT J	PT
	FRNCH	101E	BEG FRENCH	5.0	18	6.00	.34	MW	EVENING-ON-CAMPUS	0700P	SEIFERT A	PT
	FRNCH	101F	ELEM FRENCH	5.0	37	12.33	.34	DAILY	DAY-ON-CAMPUS	0830A	SMITH E	FT
	FRNCH	101F	ELEM FRENCH	5.0	27	9.00	.33	DAILY	DAY-ON-CAMPUS	1130A	SMITH E	FT
	FRNCH	201F	INTER FRENCH	5.0	10	3.33	.33	DAILY	DAY-ON-CAMPUS	0930A	SMITH E	FT
	GERMN	011C	GERMAN CONV	1.8	22	2.64	.12	M	EVENING-ON-CAMPUS	0700P	FOLLGER N	PT
	GERMN	011X	GERMAN	1.4	12	1.12	.10	R	EVENING-OFF-CAMPUS	0730P	SZABLYA H	PT
	GERMN	101F	ELEM GERMAN	5.0	29	9.67	.26	DAILY	DAY-ON-CAMPUS	0830A	HEISS L J	FT
	GERMN	101F	ELEM GERMAN	5.0	32	10.67	.26	DAILY	DAY-ON-CAMPUS	1030A	HEISS L J	FT
	GERMN	150F	CONV GERMN	2.0	17	2.27	.11	MW	DAY-ON-CAMPUS	1130A	HEISS LJ	FT
	GERMN	151F	CONV GERMN	2.0	5	0.67	.11	TR	DAY-ON-CAMPUS	1130A	HEISS LJ	FT
	GERMN	201F	INTER GERMAN	5.0	12	4.00	.26	DAILY	DAY-ON-CAMPUS	0930A	HEISS L J	FT
	ITALY	013C	ITALIAN CONV	1.8	15	1.80	.12	T	EVENING-ON-CAMPUS	0700P	BARBANTI T	PT
	NORWY	015C	NORWEGIAN	1.8	20	2.40	.09	M	EVENING-ON-CAMPUS	0700P	GUNDERSON A	PT
	NORWY	015C	READ NORWEGIAN	1.8	6	0.72	.03	M	EVENING-ON-CAMPUS	0800P	GUNDERSON A	PT
	NORWY	015X	NORWEGIAN	1.8	14	1.68	.12	M	EVENING-OFF-CAMPUS	0700P	LARSEN E	PT
	NORWY	015X	AD NORWEGIAN	1.8	12	1.44	.12	R	EVENING-OFF-CAMPUS	0700P	LARSEN E	PT
	SPAIN	017C	SPANISH CONV	1.8	24	2.88	.12	W	EVENING-ON-CAMPUS	0800P	LORENSON G	PT

FOREIGN LANG.

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SPOKANE FALLS	SPAIN	017C	SPANISH CONV	1.8	21	2.52	.12	T	EVENING-ON-CAMPUS	0700P	GONZALES E	PT
	SPAIN	017X	SPANISH I	1.8	13	1.56	.12	W	EVENING-OFF-CAMPUS	0700P	OZUNA D	PT
	SPAN	101F	ELEM SPANISH	5.0	38	12.67	.34	DAILY	DAY-ON-CAMPUS	0830A	CARPER M	FT
	SPAN	101F	ELEM SPANISH	5.0	32	10.67	.33	DAILY	DAY-ON-CAMPUS	1130A	CARPER M	FT
	SPAN	201F	INTER SPANSH	5.0	23	7.67	.33	DAILY	DAY-ON-CAMPUS	1030A	CARPER M	FT
SPOKANE FALLS					455	109.61	4.52					
BIG BEND	FRE	101	ELEM FRENCH	5.0	19	6.33	.34	MTWR	DAY-ON-CAMPUS	0915A	ELLIS	FT
	GER	101	ELEM GERMAN	5.0	12	4.00	.33	MTWR	DAY-ON-CAMPUS	0100P	ELLIS	FT
	SPA	050	CONVERSATIONAL SPANISH	4.0	12	3.20	.26	MW	EVENING-ON-CAMPUS	0700P	HERNANDEZ	PT
	SPA	050	CONV SPANISH	2.0	17	2.27	.13	T	EVENING-OFF-CAMPUS	0700P	MACDONALD	PT
	SPA	050	CONV SPANISH	2.0	12	1.60	.13	W	EVENING-OFF-CAMPUS	0700P	EARL	PT
	SPA	101	ELEM SPANISH	5.0	20	6.67	.33	MTWR	DAY-ON-CAMPUS	1030A	ELLIS	FT
BIG BEND					92	24.07	1.52					
COLUMBIA BASIN	FR	1010	FRENCH 1ST QTR	5.0	30	10.00	.34	DAILY	DAY-ON-CAMPUS	1200P	GOOD, R	PT
	GA	0070	RUSSIAN 1	3.0	3	0.60	.00	R	EVENING-OFF-CAMPUS	0730P	DROPPO, T	PT
	GA	0070	RUSSIAN 11	3.0	5	1.00	.00	R	EVENING-OFF-CAMPUS	0730P	DROPPO, T	FT
	GA	0550	CONVERS FRENCH I	3.0	22	4.40	.20	W	EVENING-OFF-CAMPUS	0700P	BAALMAN, R	PT
	GA	0660	CONVERSAT GERMAN II	3.0	16	3.20	.20	R	EVENING-OFF-CAMPUS	0730P	MABERRY, M	PT
	GER	1010	GERMAN 1ST QTR	5.0	18	6.00	.34	DAILY	DAY-ON-CAMPUS	1000A	FINKBEINER	PT
	SPA	1010	SPANISH 1ST QTR	5.0	38	12.67	.34	DAILY	DAY-ON-CAMPUS	0900A	DEVINE, J	PT
	SPA	1010	SPANISH 1ST QTR	5.0	29	9.67	.34	DAILY	DAY-ON-CAMPUS	1200P	WALL, A	PT
	SPA	1010	SPANISH 1ST QTR	5.0	21	7.00	.34	MW	EVENING-ON-CAMPUS	0730P	MORRISSETE	PT
	SPA	1500	CONVERSA SPANISH	5.0	14	4.67	.34	TR	EVENING-OFF-CAMPUS	0700P	GIMENEZ, J	PT
	SPA	1500	CONV SPANISH	3.0	9	1.80	.20	M	EVENING-OFF-CAMPUS	0700P	DAZA, L	PT
COLUMBIA BASIN					205	61.00	2.64					
WALLA WALLA	FREN	101	BEGINNING FRENCH	5.0	21	7.00	.16	DAILY	DAY-ON-CAMPUS	0830A	BURGESS,E.	FT
	FREN	201	INTERMEDIATE FRENCH	5.0	2	0.67	.16	ARR	DAY-ON-CAMPUS	ARR	BURGESS,E.	FT
	GER	101	BEGINNING GERMAN	5.0	9	3.00	.16	DAILY	DAY-ON-CAMPUS	1030A	BURGESS,E.	FT
	GER	201	INTERMEDIATE GERMAN	5.0	2	0.67	.16	ARR	DAY-ON-CAMPUS	ARR	BURGESS,E.	FT
	SPAN	047	CONV SPANISH	3.0	35	7.00	.18	T	EVENING-ON-CAMPUS	0700P	HENDERSON,S.	PT
	SPAN	047	CONV SPANISH	3.0	1	0.20	.18	M	EVENING-ON-CAMPUS	0700P	HENDERSON,S.	PT
	SPAN	047	CONV SPANISH	3.0	10	2.00	.18	R	DAY-OFF-CAMPUS	0100P	HENDERSON,S.	PT
	SPAN	101	BEGINNING SPANISH	5.0	27	9.00	.39	DAILY	DAY-ON-CAMPUS	0930A	MARTINEZ,C.	FT
	SPAN	101	INTRO SPANISH I	5.0	2	0.67	.01	ARR	DAY-ON-CAMPUS	ARR	MARTINEZ,C.	PT
	SPAN	101	SPANISH	5.0	31	10.33	.29	MW	DAY-OFF-CAMPUS	0800A	CLINE,M.	PT
	SPAN	201	INTERMEDIATE SPANISH	5.0	5	1.67	.38	DAILY	DAY-ON-CAMPUS	0830A	MARTINEZ,C.	FT
WALLA WALLA					145	42.20	2.25					

FOREIGN LANG.

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
WHATCOM	GERM	101	GERMAN I	5.0	19	6.33	.33	TR	EVENING-OFF-CAMPUS	0700P	TAGLIABUE,P	PT
	SPAN	101	SPANISH I	5.0	26	8.67	.33	MW	EVENING-OFF-CAMPUS	0700P	TAGLIABUE,P	PT
WHATCOM					45	15.00	.66					
TACOMA	FREN	020	BEG CONV FRENCH	2.0	39	5.20	.14	M	EVENING-ON-CAMPUS	0700P	DESBERG R	PT
	FREN	102	ELEM FRENCH	5.0	2	0.67	.17	ARR	DAY-ON-CAMPUS		JASSOON	PT
	FREN	103	ELEM FRENCH	5.0	5	1.67	.16	ARR	DAY-ON-CAMPUS		JASSOON	PT
	GERM	101	ELEMENTARY GERMAN	5.0	17	5.67	.35	DAILY	DAY-ON-CAMPUS	0930A	REGAN B	PT
	GERM	101	ELEMENTARY GERMAN	5.0	13	4.33	.35	DAILY	DAY-ON-CAMPUS	1030A	REGAN	PT
	GERM	102	ELEMENTARY GERMAN	5.0	6	2.00	.35	T	EVENING-OFF-CAMPUS	0630P	HERSCHBACH R	PT
	ITAL	020	BEG CONV ITALIAN	2.0	26	3.47	.14	R	EVENING-ON-CAMPUS	0700P	KADAMA I	PT
	ITAL	022	INTER ITALIAN	2.0	6	0.80	.14	T	EVENING-ON-CAMPUS	0700P	KODAMA I	PT
	JAPAN	020	BEG CONV JAPANESE	2.0	14	1.87	.14	T	EVENING-ON-CAMPUS	0700P	YAMASAKI M	PT
	NORW	020	BEG CONV NORWEGIAN	2.0	24	3.20	.14	T	EVENING-ON-CAMPUS	0700P	GULHAUGEN T	PT
	NORW	022	ADVANCED NORWEGIAN	2.0	8	1.07	.14	R	EVENING-ON-CAMPUS	0700P	GULHAUGEN T	PT
	SPAN	020	CONVERSATIONAL SPANISH	2.0	29	3.87	.14	W	EVENING-ON-CAMPUS	0700P	MACIAS C	PT
	SPAN	020	CONVERSATIONAL SPANISH	.5	4	0.57	.03	TW	DAY-ON-CAMPUS	0330P	MACIAS C	PT
	SPAN	101	ELEMENTARY SPANISH	5.0	19	6.33	.30	DAILY	DAY-ON-CAMPUS	0830A	LUDWIG L	PT
	SPAN	101	ELEMENTARY SPANISH	5.0	23	7.67	.30	DAILY	DAY-ON-CAMPUS	1130A	LUDWIG L	PT
	SPAN	101	ELEMENTARY SPANISH	5.0	22	7.33	.26	M W	EVENING-ON-CAMPUS	0700P	PAYNE K	PT
	SPAN	101	ELEMENTARY SPANISH	5.0	19	6.33	.35	W	EVENING-OFF-CAMPUS	0930P	ONEILL J	PT
	SPAN	102	ELEMENTARY SPANISH	5.0	4	1.33	.05	DAILY	DAY-ON-CAMPUS	0830A	LUDWIG L	PT
	SPAN	102	ELEMENTARY SPANISH	5.0	1	0.33	.01	DAILY	DAY-ON-CAMPUS	1130A	LUDWIG L	PT
	SPAN	102	ELEMENTARY SPANISH	5.0	8	2.67	.07	M W	EVENING-ON-CAMPUS	0700P	PAYNE K	PT
	SPAN	103	ELEMENTARY SPANISH	5.0	5	1.67	.05	DAILY	DAY-ON-CAMPUS	1030A	FAYE M	FT
	SPAN	198	READ KNOWLEDGE SPANISH	5.0	1	0.33	.01	MWF	DAY-ON-CAMPUS	1030A	FAYE M	V
	SPAN	201	INTERMED SPANISH	5.0	9	3.00	.26	DAILY	DAY-ON-CAMPUS	1030A	FAYE M	FT
	SPAN	210	SPANISH CONVERSATION	3.0	1	0.20	.01	MWF	DAY-ON-CAMPUS	1030A	FAYE M	FT
	SPAN	211	READ & WRITING SPANISH	2.0	1	0.13	.01	TR	DAY-ON-CAMPUS	1030A	FAYE M	FT
	SPAN	299	CONTEMP LATIN/AMER WRTRS	3.0	1	0.20	.01	ARR	DAY-ON-CAMPUS		FAYE M	V
	SPAN	299	WRITERS GEN 1898	3.0	2	0.40	.02	ARR	DAY-ON-CAMPUS		FAYE M	V
TACOMA					322	72.29	4.10					
					5,914	1,628.61	68.59					

HISTORY

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
PENINSULA	HIST	091	HISTORY NOW	2.0	7	0.93	.12	TR	DAY-ON-CAMPUS	0100P	FISCH	FT
	HIST	110	WESTERN CIVIL I	5.0	8	2.67	.29	DAILY	DAY-ON-CAMPUS	0800A	FISCH	FT
	HIST	210	LATIN AMERICA	5.0	12	4.00	.34	DAILY	DAY-ON-CAMPUS	0900A	MOORE	FT
	HIST	250	WASH STATE HIST	3.0	10	2.00	.17	W	EVENING-ON-CAMPUS	0700P	BROWN	PT
	HIST	260	U.S. TO 1840	5.0	15	5.00	.29	DAILY	DAY-ON-CAMPUS	1000A	FISCH	FT
	HIST	295	SPEC PROJECT	1.0			.00	ARR	DAY-ON-CAMPUS		FISCH	V
	HIST	295	SPEC PROJECT	2.0			.00	ARR	DAY-ON-CAMPUS		FISCH	V
	HIST	295	SPEC PROJECT	3.0			.00	ARR	DAY-ON-CAMPUS		FISCH	V
	S C	015	NORTHWEST HIST	2.0	14	1.87	.14	W	EVENING-OFF-CAMPUS	0930P	BROWN	PT
PENINSULA					66	16.47	1.35					
GRAYS HARBOR	HIST	101	WESTERN CIVILIZATION	5.0	7	2.33	.34	DAILY	DAY-ON-CAMPUS	0800A	CREW	FT
	HIST	101	WESTERN CIVILIZATION	5.0	15	5.00	.33	DAILY	DAY-ON-CAMPUS	1000A	CREW	FT
	HIST	101	WESTERN CIVILIZATION	5.0	14	4.67	.33	DAILY	DAY-ON-CAMPUS	1100A	CREW	FT
	HIST	241	UNITED STATES HISTORY	5.0	26	8.67	.28	DAILY	DAY-ON-CAMPUS	1000A	PEDERSEN	FT
	HIST	241	UNITED STATES HISTORY	5.0	23	7.67	.27	DAILY	DAY-ON-CAMPUS	1200P	PEDERSEN	FT
	HIST	264	PACIFIC NW HISTORY	5.0	40	13.33	.45	DAILY	DAY-ON-CAMPUS	0800A	PEDERSEN	FT
	HIST	264	PACIFIC NW HISTORY	5.0	25	8.33	.52	DAILY	DAY-ON-CAMPUS	0900A	BASICH	FT
	HIST	292	SPECIAL PROBLEMS	2.0	1	0.13	.01	ARR	DAY-ON-CAMPUS	0000A	PEDERSEN	V
GRAYS HARBOR					151	50.13	2.53					
OLYMPIC	HIST	101	WEST CIVILIZ	5.0	38	12.67	.22	DAILY	DAY-ON-CAMPUS	0900A	SCHAEFFER P	FT
	HIST	101	WEST CIVILIZ	5.0	46	15.33	.36	MW	EVENING-ON-CAMPUS	0710P	SCHAEFFER M	PT
	HIST	102	WEST CIVILIZ	5.0	20	6.67	.21	DAILY	DAY-ON-CAMPUS	1000A	SCHAEFFER P	FT
	HIST	104	U S TO 1865	5.0	42	14.00	.21	DAILY	DAY-ON-CAMPUS	1200P	SCHAEFFER P	FT
	HIST	105	US SINC 1865	5.0	40	13.33	.36	DAILY	DAY-ON-CAMPUS	0800A	FERGUSON C	PT
	HIST	140	COOP WRK EXP	3.0	1	0.20	.07	ARR	DAY-ON-CAMPUS	ARR	SCHAEFFER P	FT
	HIST	198C	SC CONNECTNS	5.0	8	2.67	.10	T	EVENING-ON-CAMPUS	0710P	SCHAEFFER P	FT
	HIST	198C	SC CONNECTNS	5.0			.16	T	EVENING-ON-CAMPUS	0710P	BOYLE R	FT
OLYMPIC					195	64.86	1.69					
SKAGIT VALLEY	HIST	101	WORLD CIVILIZATN I	5.0	19	6.33	.34	DAILY	DAY-ON-CAMPUS	0800A	MCLATCHY P	FT
	HIST	101	WORLD CIVILIZATN I	5.0	18	6.00	.31	DAILY	DAY-ON-CAMPUS	0900A	FORBES B	PT
	HIST	101	WORLD CIVILIZATN I	5.0	26	8.67	.33	DAILY	DAY-ON-CAMPUS	1200A	MCLATCHY P	FT
	HIST	101	WORLD CIVILIZATN I	5.0	12	4.00	.07	T	EVENING-ON-CAMPUS	0700P	DELANEY G	ML
	HIST	101	WORLD CIVILIZATN I	5.0	25	8.33	.27	TR	DAY-OFF-CAMPUS	0900A	FOLSOM	FT
	HIST	102	EUROPEAN TRIP	5.0	19	6.33	.25	M	DAY-ON-CAMPUS	0300P	DURSCH R	FT
	HIST	102	WORLD CIVILIZATN II	5.0	2	0.67	.01	T	EVENING-ON-CAMPUS	0700P	DELANEY G	ML
	HIST	103	WORLD CIVILIZATN 3	5.0	4	1.33	.02	T	EVENING-ON-CAMPUS	0700P	DELANEY G	ML
	HIST	103	WORLD CIVILIZATN 3	5.0	9	3.00	.28	MW	EVENING-OFF-CAMPUS	0730P	FOLSOM R	FT
	HIST	104	CONNECTIONS:TECHN&CHANGE	5.0	12	4.00	.31	W	EVENING-ON-CAMPUS	0700P	MCLATCHY P	ML
	HIST	104	TECHNOLOGY AND CHANGE	5.0	8	2.67	.06	ARR	EVENING-ON-CAMPUS		DELANEY G	ML

HISTORY

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SKAGIT VALLEY	HIST	104	DUMMY SEC WITH DELANEY	.0			.00	ARR	EVENING-ON-CAMPUS		MCLATCHY P	ML
	HIST	123	ANCIENT GREECE	3.0	21	4.20	.17	W	EVENING-OFF-CAMPUS	0600P	FOLSOM	FT
	HIST	201	AMERICAN HISTORY I	5.0	26	8.67	.33	DAILY	DAY-ON-CAMPUS	1000A	MCLATCHY P	FT
	HIST	201	AMERICAN HISTORY I	5.0	8	2.67	.05	T	EVENING-ON-CAMPUS	0700P	DELANEY G	ML
	HIST	201	AMERICAN HISTORY I	5.0	12	4.00	.28	TR	DAY-OFF-CAMPUS	0200P	FOLSOM	FT
	HIST	202	AMERICAN HISTORY 2	5.0	3	1.00	.02	T	EVENING-ON-CAMPUS	0700P	DELANEY G	ML
	HIST	251	INDEPENDENT STUDY	1.0	1	0.07	.01	R	EVENING-OFF-CAMPUS	0700P	DELANEY G	ML
	HIST	273	ENGLISH HISTORY: TUDORS	5.0	10	3.33	.06	W	EVENING-ON-CAMPUS	0700P	DELANEY G	ML
	HIST	273	DUMMY SEC WITH DELANEY	.0			.00	W	EVENING-ON-CAMPUS	0700P	MCLATCHY P	ML
	SRHIS	053	SENIOR CITIZEN WORKSHOP	3.0	1	0.20	.01	ARR	EVENING-OFF-CAMPUS		FOLSOM	V
SKAGIT VALLEY					236	75.46	3.18					
EVERETT	HIST	032	PRE COLLEGE AMER HISTORY	5.0	7	2.33	.07	DAILY	DAY-ON-CAMPUS	1100A	MCCOURT DAVI	FT
	HIST	033	PRE COLLEGE AMER HISTORY	5.0	7	2.33	.18	DAILY	DAY-ON-CAMPUS	0100P	MCCOURT DAVI	FT
	HIST	100	THE ANCIENT WORLD	5.0	18	6.00	.34	DAILY	DAY-ON-CAMPUS	0800A	DAY ROBERT	FT
	HIST	100	THE ANCIENT WORLD	5.0	17	5.67	.33	DAILY	DAY-ON-CAMPUS	1200P	DAY ROBERT	FT
	HIST	101	EARLY MODERN EUROPE	5.0	24	8.00	.33	DAILY	DAY-ON-CAMPUS	1000A	DAY ROBERT	FT
	HIST	151	AMER CIVL 1/BEG TO JEFFR	5.0	25	8.33	.24	MTWR	EVENING-ON-CAMPUS	0600P	MCCOURT DAVI	FT
	HIST	152	AMERICAN CIVILIZATION II	5.0	25	8.33	.26	DAILY	DAY-ON-CAMPUS	1100A	MCCOURT DAVI	FT
	HIST	153	AMERICAN CIVILIZATN III	5.0	6	2.00	.16	DAILY	DAY-ON-CAMPUS	0100P	MCCOURT DAVI	FT
	HIST	232	HISTORY OF WA & PAC NW	5.0	37	12.33	.33	DAILY	DAY-ON-CAMPUS	1000A	CLARK NORMAN	FT
EVERETT					166	55.33	2.24					
EDMONDS	HIST	104	WESTERN CIVILIZATION I	5.0	51	17.00	.33	DAILY	DAY-ON-CAMPUS	0900A	SOLDWEDEL E	FT
	HIST	110	TUDOR PERSONALITIES	2.0	13	1.73	.14	F	DAY-ON-CAMPUS	0110P	SOLDWEDEL E	ML
	HIST	244	U S HISTORY TO 1865	5.0	43	14.33	.34	MTWR	DAY-ON-CAMPUS	1200P	DEINHART M	FT
	HIST	248	US/WORLD AFFAIRS/1945	5.0	22	7.33	.33	DAILY	DAY-ON-CAMPUS	0800A	DEINHART M	FT
EDMONDS					129	40.40	1.14					
SEATTLE CENT	HIS	105	INTRO TO AMER.CIVILIZATI	4.0	2	0.53	.33	DAILY	DAY-ON-CAMPUS	1200P	ROBERTS	FT
	HIS	106	SURV. OF AMER HISTORY	5.0	25	8.33	.34	MTWRF	DAY-ON-CAMPUS	0900A	ROBERTS	FT
	HIS	111	U.S. HISTORY TO 1877	5.0	32	10.67	.33	MTWRF	DAY-ON-CAMPUS	1000A	ROBERTS	FT
	HIS	116	SURV OF EUROPE SIN 1500	5.0	18	6.00	.32	MTWRF	DAY-ON-CAMPUS	0900A	KELLER	FT
	HIS	121	A HIST OF SEATTLE	3.0	29	5.80	.19	T	EVENING-OFF-CAMPUS	0530P	PETERSON,D	ML
	HIS	122	SEATTLE HIST/FIELD TRIPS	1.8	33	3.96	.11	S	DAY-ON-CAMPUS	0100P	PETERSON,D	FT
	HIS	140	WOMEN IN AMERICAN HISTOR	3.0	21	4.20	.19	M W F	DAY-ON-CAMPUS	1200P	HELFGOTT	PT
	HIS	217	INT TO EUROPEAN CIV	5.0	32	10.67	.28	ARR	DAY-ON-CAMPUS	0000A	PEEK	FT
	HIS	217	INT TO EUROPEAN CIV	.0			.25	ARR	DAY-ON-CAMPUS	0000A	YORITA	FT
	HIS	218	FIELD STUDY/EUROPE	5.0	32	10.67	.27	ARR	DAY-ON-CAMPUS	0000A	PEEK	FT
	HIS	218	FIELD STUDY/EUROPE	.0			.25	ARR	DAY-ON-CAMPUS	0000A	YORITA	FT
SEATTLE CENT					224	60.82	2.86					

HISTORY

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SEATTLE NORTH	HIS	108	MAN & HIS WORLD:EVOLUTIO	5.0	52	17.33	.37	MTWRF	DAY-ON-CAMPUS	1000A	HAERTEL	FT
	HIS	108	MAN & HIS WORLD:EVOLUTIO	5.0			.40	MTWRF	DAY-ON-CAMPUS	1000A	HARNISH	FT
	HIS	111	U.S. HISTORY TO 1877	5.0	19	6.33	.39	MTWRF	DAY-ON-CAMPUS	0800A	MENIG	FT
	HIS	112	U. S. HISTORY SINCE 1877	5.0	17	5.67	.17	MTWRF	DAY-ON-CAMPUS	1100A	SPRAGUE	V
	HIS	121	HISTORY OF SEATTLE	3.0	11	2.20	.16	T R	EVENING-ON-CAMPUS	0530P	MENIG	FT
	HIS	121	HISTORY OF SEATTLE	5.0	5	1.67	.07	TWR	EVENING-ON-CAMPUS	0530P	MENIG	FT
	HIS	180	EUROPE IN TURMOIL	5.0	16	5.33	.33	MTWRF	DAY-ON-CAMPUS	1100A	HARNISH	FT
SEATTLE NORTH					120	38.53	1.89					
SEATTLE SOUTH	HIS	113	COLONIAL AMERICA	5.0	21	7.00	.33	MTWRF	DAY-ON-CAMPUS	0800A	THOMPSON	FT
	HIS	206	EUROP MAN IN THE 20TH CE	5.0	12	4.00	.33	MTWRF	DAY-ON-CAMPUS	1100A	THOMPSON	FT
	HIS	210	FAR EAST HISTORY	5.0	9	3.00	.34	MTWRF	DAY-ON-CAMPUS	1000A	DTHMAN	FT
SEATTLE SOUTH					42	14.00	1.00					
SHORELINE	H-FE	210	FAR EAST IN MODERN WORLD	5.0	10	3.33	.33	DAILY	DAY-ON-CAMPUS	1230P	SHIN, P	FT
	H-FE	298	SPECIAL PROJECT	2.0	1	0.13	.01	ARR	DAY-ON-CAMPUS		THOMSON, H	V
	H-FE	299	SPECIAL PROJECT	3.0	1	0.20	.01	ARR	DAY-ON-CAMPUS		THOMSON, H	V
	HIST	110	CIVILIZATION AND CULTURE	5.0			.34	DAILY	DAY-ON-CAMPUS	0930A	PETERS, D	FT
	HIST	110	CIVILIZATION AND CULTURE	5.0			.34	DAILY	DAY-ON-CAMPUS	1030A	SHIN, P	FT
	HIST	110	CIVILIZATION AND CULTURE	5.0	79	26.33	.33	DAILY	DAY-ON-CAMPUS	0930A	SHIN, P	FT
	HIST	110	CIVILIZATION AND CULTURE	5.0	44	14.67	.33	DAILY	DAY-ON-CAMPUS	1030A	PETERS, D	FT
	HIST	201	ANCIENT HISTORY	5.0	39	13.00	.34	DAILY	DAY-ON-CAMPUS	0930A	WAUGH, W	FT
	HIST	201	ANCIENT HISTORY	5.0	42	14.00	.33	DAILY	DAY-ON-CAMPUS	1230P	WAUGH, W	FT
	HIST	201	ANCIENT HISTORY	5.0	29	9.67	.33	T R	EVENING-ON-CAMPUS	0710P	WAUGH, W	ML
	HIST	241	HISTORY OF US TO 1877	5.0	28	9.33	.34	DAILY	DAY-ON-CAMPUS	0830A	LINFORD, L	FT
	HIST	242	HISTORY OF US SINCE 1877	5.0	23	7.67	.33	DAILY	DAY-ON-CAMPUS	1130A	LINFORD, L	FT
	HIST	264	PACIFIC NORTHWEST HIST	5.0	29	9.67	.33	DAILY	DAY-ON-CAMPUS	1130A	THOMSON, H	FT
	HIST	285	ISSUES IN HISTORY	5.0	39	13.00	.33	DAILY	DAY-ON-CAMPUS	0830A	WAUGH, W	FT
	HIST	285	ISSUES IN HISTORY	5.0	14	4.67	.34	DAILY	DAY-ON-CAMPUS	0830A	KEITH, L	FT
	HIST	299	SPECIAL PROJECT	3.0	1	0.20	.01	ARR	DAY-ON-CAMPUS		WAUGH, W	V
	SR ED	065	NORTHWEST HISTORY	2.0	12	1.60	.13	M	DAY-OFF-CAMPUS	0100P	DEMBO, J	PT
SHORELINE					391	127.46	4.50					
BELLEVUE	HIST	101	HIST OF CIVILIZATION	5.0	51	17.00	.34	DAILY	DAY-ON-CAMPUS	0930A	DISTAD D	FT
	HIST	101	HIST OF CIVILIZATION	5.0	49	16.33	.33	DAILY	DAY-ON-CAMPUS	1030A	DISTAD D	FT
	HIST	101	HIST OF CIVILIZATION	5.0	19	6.33	.33	DAILY	DAY-ON-CAMPUS	0130P	DISTAD D	FT
	HIST	189	SPEC TOPICS IN HISTORY	5.0	2	0.67	.02	ARR	DAY-ON-CAMPUS		FRIEDEL F	V
	HIST	201	US HIST DISCOV TO [illegible]DEPE	5.0	41	13.67	.25	DAILY	DAY-ON-CAMPUS	0830A	FRIEDEL F	FT
	HIST	223	TWEN CENT RUSSIA	5.0	5	1.67	.05	DAILY	DAY-ON-CAMPUS	1130A	FRIEDEL F	V
	HIST	264	WASH AND PAC NW	5.0	20	6.67	.25	DAILY	DAY-ON-CAMPUS	0730A	FRIEDEL F	FT
	HIST	264	WASH AND PAC NW	5.0	17	5.67	.25	TR	EVENING-ON-CAMPUS	0700P	FRIEDEL F	FT

HISTORY

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
BELLEVUE					204	68.00	1.82					
HIGHLINE	HIST	111	WEST CIVILIZ:TO 9TH CENT	5.0	27	9.00	.34	DAILY	DAY-ON-CAMPUS	0900A	MCLARNEY D	FT
	HIST	112	WEST CIV:10TH CENT-1789	5.0	13	4.33	.33	DAILY	DAY-ON-CAMPUS	1100A	MCLARNEY D	FT
	HIST	120	U S HIST IN ONE QUARTER	5.0			.00	DAILY	DAY-ON-CAMPUS	1000A	LANDRUD R	FT
	HIST	120	U S HIST IN ONE QUARTER	5.0	56	18.67	.39	DAILY	DAY-ON-CAMPUS	1000A	BUCHAN R	FT
	HIST	121	U S HISTORY:TO 1815	5.0	15	5.00	.33	DAILY	DAY-ON-CAMPUS	0800A	LANDRUD R	FT
	HIST	122	US HISTORY:1815-1896	5.0	29	9.67	.33	TR	EVENING-ON-CAMPUS	0430P	PEEK R	FT
	HIST	123	US HISTORY:1896-PRESENT	5.0	21	7.00	.34	DAILY	DAY-ON-CAMPUS	1200P	LANDRUD R	FT
	HIST	125	WESTWARD MOVEMENT	3.0	13	2.60	.23	MWF	DAY-ON-CAMPUS	0800A	BUCHAN R	FT
	HIST	130	HIST/US BUSINESS & LABOR	5.0	16	5.33	.38	DAILY	DAY-ON-CAMPUS	1000A	GRIBBLE K	FT
	HIST	145	GREAT ASIAN PERSONALITIE	3.0	11	2.20	.19	W	EVENING-ON-CAMPUS	0700P	PIERCE J	FT
	HIST	210	THE PACIFIC NORTHWEST	5.0	53	17.67	.38	DAILY	DAY-ON-CAMPUS	1100A	BUCHAN R	FT
	HIST	210	THE PACIFIC NORTHWEST	5.0	19	6.33	.33	MW	EVENING-ON-CAMPUS	0400P	MCLARNEY D	FT
	HIST	251	CHINA	5.0	19	6.33	.31	DAILY	DAY-ON-CAMPUS	1200P	PIERCE J	FT
	HIST	280	FAMILY HIST & GENEALOGY	3.0	14	2.80	.23	MWF	DAY-ON-CAMPUS	0900A	GRIBBLE K	FT
	HIST	280	FAMILY HIST & GENEALOGY	3.0	15	3.00	.20	T	EVENING-ON-CAMPUS	0700P	GRIBBLE K	ML
	HIST	285	PEOPLE WHO SHAPED/HIST	5.0	10	3.33	.34	DAILY	DAY-ON-CAMPUS	1100A	PEEK R	FT
	HIST	293	LOCAL HISTORY SEMINAR	3.0	1	0.20	.01	ARR	DAY-ON-CAMPUS	ARR	MCLARNEY D	V
HIGHLINE					332	103.46	4.66					
GREEN RIVER	HIST	021	U S HIST & GOVERNMENT	3.0	12	2.40	.00	T	EVENING-ON-CAMPUS	0700P	CRANE R	PT
	HIST	024	WASH STATE HISTORY &GOVT	3.0	21	4.20	.20	ARR	DAY-OFF-CAMPUS	ARR	BICKEL B	V
	HIST	150	THE 50'S AND 60'S	5.0	33	11.00	.00	DAILY	DAY-ON-CAMPUS	1200P	ADAMS N	FT
	HIST	200	THE PACIFIC NORTHWEST	5.0	29	9.67	.00	DAILY	DAY-ON-CAMPUS	1000A	ADAMS N	FT
	HIST	200	THE PACIFIC NORTHWEST	5.0	33	11.00	.00	MW	EVENING-ON-CAMPUS	0700P	ADAMS N	ML
	HIST	221	UNITED STATES TO 1861	5.0	27	9.00	.23	DAILY	DAY-ON-CAMPUS	1100A	HANSCOM J	FT
	HIST	231	20TH CENTURY ASIA	5.0	11	3.67	.00	MWR	DAY-ON-CAMPUS	0100P	ADAMS N	FT
	HIST	299	INDEPENDENT STUDY - HIST	5.0	1	0.33	.24	ARR	DAY-OFF-CAMPUS	ARR	HANSCOM J	FT
	S SCI	101	THE ANCIENT WORLD	5.0	20	6.67	.06	DAILY	DAY-ON-CAMPUS	0800A	WOODS J	FT
	S SCI	101	THE ANCIENT WORLD	5.0	20	6.67	.06	DAILY	DAY-ON-CAMPUS	0900A	WOODS J	FT
	S SCI	101	THE ANCIENT WORLD	5.0	27	9.00	.24	DAILY	DAY-ON-CAMPUS	1000A	HANSCOM J	FT
	S SCI	115	IMAGES OF WESTERN MAN	5.0	10	3.33	.06	DAILY	DAY-ON-CAMPUS	1100A	WOODS J	FT
GREEN RIVER					244	76.93	1.09					
FT STEILACOOM	HIST	101	HIST CIV	5.0	75	25.00	.34	DAILY	DAY-ON-CAMPUS	1000A	WEIS	ML
	HIST	101	HIST CIV	5.0	15	5.00	.34	S	DAY-ON-CAMPUS	0800A	BOWMAN M	PT
	HIST	101	HIST/OF/CIV	5.0	11	3.67	.34	TR	EVENING-OFF-CAMPUS	0735P	SWEET E	PT
	HIST	101	HISTORY/CIV	5.0	11	3.67	.34	S	DAY-OFF-CAMPUS	0800A	HUNTER	PT
	HIST	111	HIST CIV I	3.0	5	1.00	.02		DAY-OFF-CAMPUS		COBB	ML
	HIST	111	HIST CIV	3.0	2	0.40	.01	ARR	DAY-OFF-CAMPUS		GREEN	FT
	HIST	112	HIST CIV II	3.0	2	0.40	.01		DAY-OFF-CAMPUS		COBB	ML

HISTORY

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
FT STEILACOOM	HIST.	113	HIST CIV III	3.0	1	0.20	.01		DAY-OFF-CAMPUS		COBB	ML
	HIST	165	CROSS CULTUR	5.0	7	2.33	.07	ARR	DAY-ON-CAMPUS	ARR	WEIS	V
	HIST	166	CROSS CULTUR	5.0			.00	ARR	DAY-ON-CAMPUS	ARR	WEIS	V
	HIST	167	CROSS CULTUR	5.0			.00	ARR	DAY-ON-CAMPUS	ARR	WEIS	V
	HIST	219	DICTATORS	2.0	18	2.40	.16	TR	DAY-ON-CAMPUS	0100P	BALL M	FT
	HIST	227	HIST OF TECH	3.0	2	0.40	.04	W	EVENING-ON-CAMPUS	0530P	BALL R	PT
	HIST	228	HIST OF TECH	5.0	4	1.33	.09	W	EVENING-ON-CAMPUS	0530P	BALL R	PT
	HIST	239	HENRY VIII	3.0	1	0.20	.01	M	EVENING-ON-CAMPUS	0530P	WESTBY	PT
	HIST	240	ELIZABETH R	3.0			.00	M	EVENING-ON-CAMPUS	0530P	WESTBY	PT
	HIST	241	US HIST	5.0	50	16.67	.42	DAILY	DAY-ON-CAMPUS	0900A	BALL M	FT
	HIST	241	US HIST	5.0	21	7.00	.42	MW	EVENING-ON-CAMPUS	0530P	BALL M	FT
	HIST	241	US HISTORY	5.0	3	1.00	.01	ARR	DAY-OFF-CAMPUS	ARR	BALL M	ML
	HIST	241	US HIST	5.0	5	1.67	.01	ARR	DAY-OFF-CAMPUS	ARR	BALL M	ML
	HIST	241	US HISTORY	5.0	9	3.00	.04	ARR	DAY-OFF-CAMPUS	ARR	BALL M	ML
	HIST	241	US HIST	5.0	10	3.33	.04	ARR	DAY-OFF-CAMPUS	ARR	BALL M	ML
	HIST	242	US HISTORY	5.0			.00	ARR	DAY-OFF-CAMPUS	ARR	BALL M	ML
	HIST	242	US HISTORY	5.0	4	1.33	.02	ARR	DAY-OFF-CAMPUS	ARR	BALL M	ML
	HIST	242	US HISTORY	5.0	1	0.33	.01		DAY-OFF-CAMPUS	ARR	BALL M	ML
	HIST	242	US HIST	5.0			.00	ARR	DAY-OFF-CAMPUS	ARR	BALL M	ML
	HIST	243	US HISTORY	5.0	4	1.33	.01	ARR	DAY-OFF-CAMPUS	ARR	BALL M	ML
	HIST	243	US HISTORY	5.0	3	1.00	.01	ARR	DAY-OFF-CAMPUS	ARR	BALL M	ML
	HIST	243	US HISTORY	5.0	7	2.33	.03		DAY-OFF-CAMPUS	ARR	BALL M	ML
	HIST	243	US HISTORY	5.0	4	1.33	.02		DAY-OFF-CAMPUS	ARR	BALL M	ML
	HIST	274	AMERICAN REV	5.0	3	1.00	.01	ARR	DAY-OFF-CAMPUS	ARR	BALL M	ML
	HIST	274	AMERICAN REV	5.0	2	0.67	.01	ARR	DAY-OFF-CAMPUS	ARR	BALL M	ML
	HIST	274	AMERICAN REV	5.0	3	1.00	.01		DAY-OFF-CAMPUS	ARR	BALL M	ML
	HIST	274	AMERICAN REV	5.0	2	0.67	.01	ARR	DAY-OFF-CAMPUS	ARR	BALL M	ML
	HIST	275	VLNC AM HIST	5.0	106	35.33	.19	DAILY	DAY-ON-CAMPUS	1200P	COBB	FT
	HIST	280	MODRN CHINA	5.0	33	11.00	.33	DAILY	DAY-ON-CAMPUS	1100A	LAI	FT
	HUMAN	101	WESTRN CULTR	5.0	34	11.33	.33	DAILY	DAY-ON-CAMPUS	0900A	WARNER	FT
	HUMAN	101	WESTRN CULTR	5.0	22	7.33	.33	DAILY	DAY-ON-CAMPUS	0200P	WARNER	FT
	HUMAN	101	WESTRN CULT	5.0	29	9.67	.34	MW	EVENING-ON-CAMPUS	0530P	SAXBY	PT
	HUMAN	103	WESTRN CULTR	5.0	29	9.67	.34	MTWR	EVENING-OFF-CAMPUS	1700P	STOLL	PT
	SOC	211	MARIAGE HOME	5.0	37	12.33	.33	DAILY	DAY-ON-CAMPUS	1100A	MORTON	FT
	SOC	211	MARIAGE HOME	5.0	18	6.00	.34	TR	EVENING-ON-CAMPUS	0800P	SHELAN	PT
FT STEILACOOM					593	192.32	5.39					
CENTRALIA	HIST	103A	WESTERN CIV	5.0	33	11.00	.34	DAILY	DAY-ON-CAMPUS	0800A	BUTKUS	FT
	HIST	103A	WESTERN CIV	5.0	33	11.00	.34	DAILY	DAY-ON-CAMPUS	0900A	DOOLY	FT
	HIST	103A	WESTERN CIV	5.0	8	2.67	.33	DAILY	DAY-OFF-CAMPUS	1100A	BUTKUS	FT
	HIST	103A	WESTERN CIV	5.0	6	2.00	.33	MTWR	DAY-ON-CAMPUS	0220P	DOOLY	FT
	HIST	130A	WOMEN AM HIS	3.0	7	1.40	.20	R	EVENING-OFF-CAMPUS	0700P	HINTON	PT
	HIST	130A	WOMEN AM HIS	3.0	8	1.60	.20	TR	DAY-ON-CAMPUS	0900A	HINTON	PT
	HIST	147A	GENEALOGY	2.0	12	1.60	.13	W	EVENING-OFF-CAMPUS	0700P	VOSPER	PT

HISTORY

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
CENTRALIA	HIST	208A	FAR EASTERN	5.0	15	5.00	.33	DAILY	DAY-ON-CAMPUS	0900A	BUTKUS	FT
	HIST	260A	U S HISTORY	5.0	39	13.00	.33	DAILY	DAY-ON-CAMPUS	1100A	DOOLY	FT
	HIST	260A	U S HISTORY	5.0	16	5.33	.33	MW	EVENING-ON-CAMPUS	0730P	DOOLY	ML
	HIST	261A	U S HISTORY	5.0	11	3.67	.33	TR	EVENING-OFF-CAMPUS	0730P	RUTZ	PT
	HIST	271A	PACIFIC NW	3.0	10	2.00	.20	M	EVENING-OFF-CAMPUS	0700P	VOSPER	PT
	HIST	286A	CONNECTIONS	3.0	10	2.00	.20	W	EVENING-ON-CAMPUS	0700P	SNYDER J	PT
CENTRALIA					208	62.27	3.59					
GARRETT HEYNS	HIST	102A	HIST OF CIV	5.0	3	1.00	.01	DAILY	DAY-OFF-CAMPUS	0140P	BRIGHAM	FT
	HIST	103A	ADV HST CIV	5.0	1	0.33	.01	DAILY	DAY-OFF-CAMPUS	0140P	BRIGHAM	FT
	HIST	106A	INDIAN HIST	5.0	1	0.33	.01	DAILY	DAY-OFF-CAMPUS	0140P	BRIGHAM	FT
GARRETT HEYNS					5	1.67	.03					
LOWER COLUMBIA	HIST	101	WESTERN CIVILIZATION	5.0	25	8.33	.39	DAILY	DAY-ON-CAMPUS	0800A	TININENKO R	FT
	HIST	101	WESTERN CIVILIZATION	5.0	41	13.67	.35	DAILY	DAY-ON-CAMPUS	1000A	MASHINTER H	FT
	HIST	101	WESTERN CIVILIZATION	5.0	9	3.00	.34	MW	EVENING-ON-CAMPUS	0700P	VEST W	FT
	HIST	102	WESTERN CIVILIZATION	5.0	10	3.33	.33	DAILY	DAY-ON-CAMPUS	0100P	VEST W	FT
	HIST	251	US HISTORY	5.0	16	5.33	.38	DAILY	DAY-ON-CAMPUS	1000A	TININENKO R	FT
	HIST	254	WASH/PACIFIC NW HISTORY	3.0	5	1.00	.23	W	EVENING-ON-CAMPUS	0515P	TININENKO R	FT
	HIST	299	INDEPENDENT STUDY	10.0			.00	ARR	DAY-ON-CAMPUS	ARR	TININENKO R	FT
LOWER COLUMBIA					106	34.67	2.02					
CLARK	HIST	101	WORLD CIV	5.0	78	26.00	.39	MWF	DAY-ON-CAMPUS	1000A	SMITH E	FT
	HIST	101	WORLD CIV	5.0	43	14.33	.38	MWF	DAY-ON-CAMPUS	0100P	SMITH E	FT
	HIST	101	WORLD CIV	.0	17		.00	TR	DAY-ON-CAMPUS	0900A	SMITH E	FT
	HIST	101	WORLD CIV CONF	.0	27		.00	TR	DAY-ON-CAMPUS	1000A	SMITH E	FT
	HIST	101	WORLD CIV CONF	.0	23		.00	TR	DAY-ON-CAMPUS	1100A	SMITH E	FT
	HIST	101	WORLD CIV CONF	.0	21		.00	TR	DAY-ON-CAMPUS	0100P	ALDINGER P	FT
	HIST	101	WORLD CIV CONF	.0	26		.00	TR	DAY-ON-CAMPUS	1000A	ALDINGER P	FT
	HIST	101	WORLD CIV	5.0			.25	MWF	DAY-ON-CAMPUS	1000A	ALDINGER P	FT
	HIST	101	WORLD CIV	5.0			.25	MWF	DAY-ON-CAMPUS	0100P	ALDINGER P	FT
	HIST	131	AMER CIV	3.0	39	7.80	.23	MW	DAY-ON-CAMPUS	0900A	SMITH E	FT
	HIST	131	AMER CIV CONF	.0	17		.00	F	DAY-ON-CAMPUS	0800A	SMITH E	FT
	HIST	131	AMER CIV CONF	.0	19		.00	F	DAY-ON-CAMPUS	0900A	SMITH E	FT
	HIST	131	AMER CIV	3.0	21	4.20	.21	R	EVENING-ON-CAMPUS	0700P	SMITH E	ML
	HIST	239	HIST-GOVT WASH	3.0	20	4.00	.21	T	EVENING-ON-CAMPUS	0700P	ALDINGER P	ML
CLARK					351	56.33	1.92					
WENATCHEE VAL	HIST	101	ANCIENT HIST	5.0	48	16.00	.29	DAILY	DAY-ON-CAMPUS	0900A	SOLLARS J	FT
	HIST	204	US HISTORY	5.0	46	15.33	.29	DAILY	DAY-ON-CAMPUS	1100A	SOLLARS J	FT
	HIST	216	LATIN AMERCA	5.0	12	4.00	.18	DAILY	DAY-ON-CAMPUS	0100P	WALTERS C	FT

HISTORY

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
WENATCHEE VAL					106	35.33	.76					
YAKIMA VALLEY	HIST	101	ANCIENT/MEDIEVAL CIV	5.0	16	5.33	.34	DAILY	DAY-ON-CAMPUS	0800A	NEWBILL J	FT
	HIST	101	ANCIENT/MEDIEVAL CIV	5.0	23	7.67	.33	DAILY	DAY-ON-CAMPUS	1000A	NEWBILL J	FT
	HIST	103	CONTEMPORARY EURDPE	5.0	12	4.00	.34	DAILY	DAY-ON-CAMPUS	0900A	HILL J	PT
	HIST	104	US THROUGH CIVIL WAR	5.0	15	5.00	.33	DAILY	DAY-ON-CAMPUS	0100P	NEWBILL J	FT
	HIST	105	US SINCE CIVIL WAR	5.0	26	8.67	.16	DAILY	DAY-ON-CAMPUS	0900A	SCOFIELD W	FT
	HIST	197	CONNECTIONS:TECH/CHANGE	5.0	10	3.33	.34	T	EVENING-ON-CAMPUS	0600P	NEWBILL J	ML
	HIST	215	WASH/PAC NW	5.0	25	8.33	.17	DAILY	DAY-ON-CAMPUS	1100A	SCOFIELD W	FT
YAKIMA VALLEY					127	42.33	2.01					
SPOKANE	HIST	101M	WEST CIVILIZ	5.0	32	10.67	.34	DAILY	DAY-ON-CAMPUS	0930A	CARPENTER G	FT
	HIST	101M	WEST CIVILIZ	5.0	30	10.00	.34	DAILY	DAY-ON-CAMPUS	1230P	RUSSELL W	FT
	HIST	121M	AMER CIVILIZ	5.0	31	10.33	.33	DAILY	DAY-ON-CAMPUS	1030A	CARPENTER G	FT
	HIST	121M	AMER CIVILIZ	5.0	9	3.00	.09	ARR	DAY-OFF-CAMPUS		MCLUEN T	V
	HIST	260M	PAC NW HIST	5.0	32	10.67	.33	DAILY	DAY-ON-CAMPUS	0830A	CARPENTER G	FT
SPOKANE					134	44.67	1.43					
SPOKANE FALLS	HIST	101E	WEST CIVILIZ	5.0	16	5.33	.34	S	DAY-ON-CAMPUS	0800A	STEIN H	ML
	HIST	101F	WEST CIVILIZ	5.0	23	7.67	.34	DAILY	DAY-ON-CAMPUS	0730A	STEIN H	FT
	HIST	101F	WEST CIVILIZ	5.0	43	14.33	.33	DAILY	DAY-ON-CAMPUS	1030A	STEIN H	FT
	HIST	101F	WEST CIVILIZ	5.0	32	10.67	.33	DAILY	DAY-ON-CAMPUS	1130A	STEIN H	FT
	HIST	102F	WEST CIVILIZ	5.0	23	7.67	.33	DAILY	DAY-ON-CAMPUS	0830A	LEGAULT F	FT
	HIST	121F	AMER CIVILIZ	5.0	31	10.33	.34	DAILY	DAY-ON-CAMPUS	0830A	MCLUEN T	FT
	HIST	121F	AMER CIVILIZ	5.0	42	14.00	.33	DAILY	DAY-ON-CAMPUS	1130A	MCLUEN T	FT
	HIST	121F	AMER CIVILIZ	5.0	46	15.33	.34	ARR	DAY-OFF-CAMPUS		MCLUEN T	ML
	HIST	122F	AMER CIVILIZ	5.0	42	14.00	.34	DAILY	DAY-ON-CAMPUS	0930A	LEGAULT F	FT
	HIST	141F	HIST CHINA	5.0	22	7.33	.33	DAILY	DAY-ON-CAMPUS	1030A	MCLUEN T	FT
	HIST	260E	WASH PAC NW	3.0	17	3.40	.20	R	EVENING-OFF-CAMPUS	0700P	BALDASTY R	PT
SPOKANE FALLS					337	110.06	3.55					
BIG BEND	HIS	101	EARLY WESTERN CIVIL 1500	5.0	14	4.67	1.00	MTWR	DAY-ON-CAMPUS	0915A	SEEDORF	FT
	HIS	141	US TO 1877	5.0	11	3.67	.33	MTWR	DAY-ON-CAMPUS	1030A	TEALS	ML
BIG BEND					25	8.33	1:33					
COLUMBIA BASIN	HIS	1010	WORLD CIVIL	5.0	39	13.00	.34	DAILY	DAY-ON-CAMPUS	1200P	FRIEDRICH, M	FT
	HIS	1040	U.S. HISTORY	5.0	44	14.67	.33	DAILY	DAY-ON-CAMPUS	1000A	FRIEDRICH, M	FT
	HIS	1050	U.S. HISTORY	5.0	44	14.67	.33	DAILY	DAY-ON-CAMPUS	0800A	FRIEDRICH, M	FT
	HIS	1990	CONTEMPORARY HISTORY	1.0	72	4.80	.00	TR	DAY-ON-CAMPUS	1100A	TIMONS, G	PT
	HIS	1990	CONT. HIST	1.0			.49	TR	DAY-ON-CAMPUS	1100P	BEERS, D	FT

HISTORY

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
COLUMBIA BASIN	HIS	1990	CONT. HIST	1.0			.36	TR	DAY-ON-CAMPUS	1100P	SCHMEECKLE	FT
COLUMBIA BASIN					199	47.13	1.85					
WALLA WALLA	HIST	101	WESTERN CIVILIZATION	5.0	19	6.33	.33	DAILY	DAY-ON-CAMPUS	0830A	WEBSTER,J.	FT
	HIST	101	WESTERN CIVILIZATION	5.0	12	4.00	.33	DAILY	DAY-OFF-CAMPUS	0800A	HUSSEY,L.	FT
	HIST	110	COMMUNIST REVOLUTION	3.0	12	2.40	.15	MWF	DAY-ON-CAMPUS	1030A	WEBSTER,J.	FT
	HIST	127	COLONIAL AFRICA	5.0	19	6.33	.29	DAILY	DAY-OFF-CAMPUS	1200P	GWALAMUBISI	ML
	HIST	160	THE DISCOVERERS	2.0	5	0.67	.14	DAILY	DAY-ON-CAMPUS	1030A	WEBSTER,J.	FT
	HIST	201	AMERICAN HISTORY	5.0	15	5.00	.36	DAILY	DAY-ON-CAMPUS	0830A	CORFIELD,T.	FT
	HIST	201	AMERICAN HISTORY	5.0	15	5.00	.29	DAILY	DAY-OFF-CAMPUS	0900A	OVENS,M.	PT
	HIST	202	AMERICAN HISTORY	5.0	6	2.00	.36	DAILY	DAY-ON-CAMPUS	1230P	CORFIELD,T.	FT
	HIST	214	RELIGIONS OF THE WORLD	2.0	10	1.33	.13	DAILY	DAY-OFF-CAMPUS	0100P	HUSSEY,L.	FT
	HIST	215	NEAR EAST TEXT	1.0	17	1.13	.07	DAILY	DAY-OFF-CAMPUS	0100P	HUSSEY,L.	FT
	HIST	221	HISTORY OF WAR	5.0	17	5.67	.29	DAILY	DAY-OFF-CAMPUS	1000A	OVENS,M.	PT
	HIST	224	EUROPE 20'S & 30'S	5.0	7	2.33	.29	DAILY	DAY-OFF-CAMPUS	1200P	OVENS,M.	PT
	HSC	038	HSC CONTEMPORARY PROBLEM	5.0			.01	DAILY	DAY-ON-CAMPUS	0830A	MONTOYA,E.	FT
	HSC	038	HSC CONTEMPORARY PROBLEM	5.0			.00	MW	EVENING-ON-CAMPUS	0700P	MONTOYA,E.	ML
	HSC	038	HSC CONTEMPORARY PROBLEM	5.0			.01	TR	EVENING-OFF-CAMPUS	0700P	MCLAUGHLIN,M	PT
	HSC	038	HSC CONTEMPORARY PROBLEM	5.0			.01	DAILY	DAY-OFF-CAMPUS	0830A	BRINEY,M.	FT
	HSC	038	HSC CONTEMPORARY PROBLEM	5.0			.01	TR	EVENING-OFF-CAMPUS	0700P	BRINEY,M.	ML
	HSC	039	HSC WASH STATE HISTORY	3.0	1	0.20	.01	DAILY	DAY-ON-CAMPUS	0830A	MONTOYA,E	FT
	HSC	039	HSC WASH STATE HISTORY	4.0	2	0.53	.08	MW	EVENING-ON-CAMPUS	0700P	MONTOYA,E.	ML
	HSC	039	HSC WASH STATE HISTORY	3.0			.01	TR	EVENING-OFF-CAMPUS	0700P	MCLAUGHLIN,M	PT
	HSC	039	HSC WASH STATE HISTORY	3.0			.01	DAILY	DAY-OFF-CAMPUS	0830A	BRINEY,M.	FT
	HSC	039	HSC WASH STATE HISTORY	5.0			.01	TR	EVENING-OFF-CAMPUS	0700P	BRINEY,M.	ML
	HSC	039	WASH STATE HISTORY	3.0			.01	MW	EVENING-ON-CAMPUS	0700P	ANDERSON,C.	FT
	HSC	039	WASH STATE HISTORY	3.0			.01	MW	EVENING-ON-CAMPUS	0700P	KREIN,J.	PT
	HSC	039	WASH STATE HISTORY	3.0			.01	DAILY	DAY-ON-CAMPUS	0830A	ANDERSON,C.	FT
	HSC	039	WASH STATE HISTORY	3.0			.01	DAILY	DAY-ON-CAMPUS	0830A	KREIN,J.	PT
WALLA WALLA					157	42.93	3.23					
WHATCOM	HIST	101	HIST WESTERN CIV TO 1300	5.0	29	9.67	.34	MTWR	DAY-OFF-CAMPUS	1135A	ZYLSTRA,C	FT
	HIST	111	US HISTORY 1815-1900	5.0	21	7.00	.34	MTWR	DAY-OFF-CAMPUS	0910A	BOWER,E	FT
	HIST	115	PACIFIC NW HISTORY	3.0	28	5.60	.20	W	EVENING-OFF-CAMPUS	0700P	BOWER,E	FT
	HIST	116	DISSENT IN AMERICA	2.0	12	1.60	.13	M	DAY-OFF-CAMPUS	0200P	BOWER,E	FT
	HIST	189	HIST OF WHATCOM COUNTY	1.0	15	1.00	.07	M	EVENING-OFF-CAMPUS	0700P	SANDERS,E	PT
WHATCOM					105	24.87	1.08					
TACOMA	AMST	201	COLONIAL PERIOD:17TH 18	10.0	23	15.33	.33	ARR	DAY-ON-CAMPUS		HESS V	FT
	AMST	201	COLONIAL PERIOD:17TH 18	10.0			.33	ARR	DAY-ON-CAMPUS		MCLAUGHLIN	FT
	HIST	110	FAR EAST & MOD WORLD	5.0	14	4.67	.14	ARR	DAY-ON-CAMPUS		MAGDEN R	V
	HIST	111	HISTORY OF CIVILIZATION	5.0	31	10.33	.33	DAILY	DAY-ON-CAMPUS	1130A	MALYON	FT

HISTORY

COLLEGE NAME	DIV.. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
TACOMA	HIST	111	HISTORY OF CIVITIZATION	5.0	16	5.33	.08	ARR	EVENING-OFF-CAMPUS		MALYON H	ML
	HIST	112	HISTORY OF CIVITIZATION	5.0	2	0.67	.05	ARR	EVENING-OFF-CAMPUS		MALYON H	ML
	HIST	113	HISTORY OF CIVITIZATION	5.0	2	0.67	.05	ARR	EVENING-OFF-CAMPUS		MALYON H	ML
	HIST	191	UNIONS/HOW THEY WORK	3.0	4	0.80	.21	R	DAY-ON-CAMPUS	0700P	MARKHOLT R	PT
	HIST	241	US HISTORY 17TH CENTURY	5.0	29	9.67	.28	DAILY	DAY-ON-CAMPUS	1030A	MCLAUGHLIN L T	FT
	HIST	241	US HIST 17TH 18TH CENT	5.0	3	1.00	.05	ARR	EVENING-OFF-CAMPUS		MALYON H	ML
	HIST	242	US HIST 19TH CENTURY	5.0	3	1.00	.05	ARR	EVENING-OFF-CAMPUS		MALYON H	ML
	HIST	243	US HIST 20TH CENTURY	5.0	2	0.67	.05	ARR	EVENING-OFF-CAMPUS		MALYON H	ML
	HIST	264	HIST WASH PACIFIC NW	5.0	34	11.33	.34	DAILY	DAY-ON-CAMPUS	1130A	MORGAN M	FT
	HIST	267	HIST TAC PAC NW	5.0	11	3.67	.33	DAILY	DAY-OFF-CAMPUS	0900A	MORGAN M	FT
	HIST	267	HIST/TACOMA/PAC NW	5.0	33	11.00	.38	T R	EVENING-ON-CAMPUS	0750P	MORGAN M	FT
TACOMA					207	76.13	2.95					
					5,160	1,570.89	61.09					

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COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
PENINSULA	G S	100	STUDIUM GENERALE	1.0	105	7.00	.06	R	DAY-ON-CAMPUS	1200P	POLLARD	FT
PENINSULA					105	7.00	.06					
OLYMPIC	HIST	215	HIST AMER/CULT	5.0	20	6.67	.10	DAILY	DAY-ON-CAMPUS	0900A	DIETZ R	V
	HIST	215	HIST AMER/CULT	5.0			.17	DAILY	DAY-ON-CAMPUS	0900A	HARVEY W	FT
	HIST	215	HIST AMER/CULT	5.0			.17	DAILY	DAY-ON-CAMPUS	0900A	HECKER D	FT
	HUMAN	140	COOP WRK EXP	3.5	2	0.47	.07	ARR	DAY-ON-CAMPUS	ARR	DAVIS K	FT
	HUMAN	215	HIST AMER CLTR	5.0	20	6.67	.10	DAILY	DAY-ON-CAMPUS	0900A	DIETZ R	V
	HUMAN	215	HIST AMER CLTR	5.0			.16	DAILY	DAY-ON-CAMPUS	0900A	HARVEY W	FT
	HUMAN	215	HIST AMER CLTR	5.0			.16	DAILY	DAY-ON-CAMPUS	0900A	HECKER D	FT
OLYMPIC					42	13.80	.93					
SKAGIT VALLEY	HUM	110	ARTS IN THE HUMANITIES	5.0	35	11.67	.08	DAILY	DAY-ON-CAMPUS	1200P	TARRO P	FT
	HUM	151	EUROPEAN TRIP	3.0	19	3.80	.15	M	DAY-ON-CAMPUS	0300P	DURSCH R	FT
	HUM	152	EUROPEAN TRIP	3.0	19	3.80	.15	M	DAY-ON-CAMPUS	0300P	DURSCH R	FT
SKAGIT VALLEY					73	19.27	.38					
EVERETT	HUMN	100	HUMANITIES LECT SERIES	2.0	43	5.73	.13	DAILY	DAY-OFF-CAMPUS	0900A	HILL	V
EVERETT					43	5.73	.13					
SHORELINE	ENGL	198	CONNECTIONS-TECH-CHANGE	3.0			.17	ARR	DAY-ON-CAMPUS		PETERS, D	ML
	ENGL	198	CONNECTIONS-TECH-CHANGE	4.8	8	2.56	.02	ARR	DAY-ON-CAMPUS		WALTERS, D	ML
	ENGL	198L	CONNECTIONS-TECH-CHANGE	2.0			.07	W	DAY-ON-CAMPUS	1130A	PETERS, D	ML
	ENGL	198L	CONNECTIONS-TECH-CHANGE	2.0			.07	W	EVENING-ON-CAMPUS	0710P	PETERS, D	ML
	ENGL	198L	CONNECTIONS-TECH-CHANGE	2.0	2	0.27	.03	W	DAY-ON-CAMPUS	1130A	WALTERS, D	ML
	ENGL	198L	CONNECTIONS-TECH-CHANGE	2.0	6	0.80	.03	W	EVENING-ON-CAMPUS	0710P	WALTERS, D	ML
SHORELINE					16	3.63	.39					
BELLEVUE	ID	291	INDEPENDENT STUDIES	1.0	2	0.13	.04	ARR	DAY-ON-CAMPUS		SCHWENKER J	FT
	ID	292	INDEPENDENT STUDIES	2.0	3	0.40	.08	ARR	DAY-ON-CAMPUS		MERCER G	FT
	ID	293	INDEPENDENT STUDIES	3.0	16	3.20	.12	ARR	DAY-ON-CAMPUS		MERCER G	FT
	ID	295	INDEPENDENT STUDIES	5.0	11	3.67	.20	ARR	DAY-ON-CAMPUS		MERCER G	FT
BELLEVUE					32	7.40	.44					
HIGHLINE	HUM	141	HUMANITIES	5.0	19	6.33	.25	DAILY	DAY-ON-CAMPUS	0900A	DAVIS C	FT
	HUM	291	SPECIAL STUDIES	1.0	2	0.13	.01	ARR	DAY-ON-CAMPUS	ARR	HARRINGTON C	V
HIGHLINE					21	6.47	.26					

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COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
GREEN RIVER	HUMAN	115	IMAGES OF WESTERN MAN	5.0	20	6.67	.29	DAILY	DAY-ON-CAMPUS	1100A	GOLDBERG G	FT
GREEN RIVER					20	6.67	.29					
FT STEILACOOM	INTS	182	ECOSCIENCE I	3.0	1	0.20	.01	ARR	DAY-OFF-CAMPUS		COBB	ML
	INTS	182	ECOSCIENCE I	3.0	4	0.80	.01	ARR	DAY-OFF-CAMPUS		GREEN	FT
	INTS	183	ECOSCIENC II	3.0			.00	ARR	DAY-OFF-CAMPUS		COBB	ML
	INTS	183	ECOSCINCE II	3.0			.00	ARR	DAY-OFF-CAMPUS		GREEN	FT
	INTS	184	ECOSCI III	3.0			.00	ARR	DAY-OFF-CAMPUS		COBB	ML
	INTS	184	ECOSCNCE III	3.0			.00	ARR	DAY-OFF-CAMPUS		GREEN	FT
FT STEILACOOM					5	1.00	.02					
CENTRALIA	HUM	060A	METAPHYSICS	3.0	22	4.40	.20	T	EVENING-ON-CAMPUS	0700P	HOOKER	PT
	HUM	060A	METAPHYSICS	3.0	25	5.00	.20	M	EVENING-OFF-CAMPUS	0700P	HOOKER	PT
CENTRALIA					47	9.40	.40					
WENATCHEE VAL	HUMAN	101	EVERYDAY LIFE	5.0	11	3.67	.10	W	DAY-OFF-CAMPUS	0100P	RIGGS J	FT
	HUMAN	104	HUM/WEST CIV	5.0	56	18.67	.25	DAILY	DAY-ON-CAMPUS	1100A	BOWER G	FT
	HUMAN	114	HUMAN RSCH	1.0	6	0.40	.05	DAILY	DAY-ON-CAMPUS	0300P	BOWER G	FT
	HUMAN	185	TECH & CHANGE	5.0	8	2.67	.25	DAILY	DAY-ON-CAMPUS	0800A	AYLMER J	FT
WENATCHEE VAL					81	25.40	.65					
YAKIMA VALLEY	IDS	122	PEOPLE/CULTURE WORLD	2.0	10	1.33	.10	T	EVENING-ON-CAMPUS	0700P	THOMPSON K	FT
	IDS	199	WINNING AT COLLEGE GAME	1.0	61	4.07	.06	DAILY	DAY-ON-CAMPUS	0800A	WEEDIN C	FT
	IDS	199	WINNING AT COLLEGE GAME	1.0	61	4.07	.61	DAILY	DAY-ON-CAMPUS	0800A	CAFFIERO J	V
	IDS	199	WINNING AT COLLEGE GAME	1.0	61	4.07	.61	DAILY	DAY-ON-CAMPUS	0800A	SMITH E	V
	IDS	199	WINNING AT COLLEGE GAME	1.0	61	4.07	.08	DAILY	DAY-ON-CAMPUS	0800A	SCOTT J	FT
	IDS	199	WINNING AT COLLEGE GAME	1.0	61	4.07	.04	DAILY	DAY-ON-CAMPUS	0800A	BORG P	FT
YAKIMA VALLEY					315	21.66	1.50					
SPOKANE	HUMAN	101M	INTRO HUMAN	5.0	16	5.33	.16	ARR	DAY-OFF-CAMPUS		HEISS R	V
SPOKANE					16	5.33	.16					
SPOKANE FALLS	HUMAN	101T	INTRO HUMAN	5.0	80	26.67	.34	ARR	DAY-OFF-CAMPUS		HEISS L	ML
SPOKANE FALLS					80	26.67	.34					
COLUMBIA BASIN	HUM	1010	CREATIVE PEOPLE	5.0	56	18.67	.33	DAILY	DAY-ON-CAMPUS	1000A	HUNGATE, M	FT
	HUM	1990	WOMEN'S HERITAGE	5.0			.24	DAILY	DAY-ON-CAMPUS	1200P	ROWSE, J	FT
	HUM	1990	MARYHILL	1.0	39	2.60	.07	R	EVENING-OFF-CAMPUS	[illegible]P	HUNGATE, M	ML

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COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
COLUMBIA BASIN	HUM	2010	20TH CENTURY PEO	5.0	25	8.33	.34	DAILY	DAY-ON-CAMPUS	0900A	HUNGATE, M	FT
COLUMBIA BASIN					120	29.60	.98					
WALLA WALLA	HUM	101	INTRO TO HUMANITIES	5.0	13	4.33	.22	DAILY	DAY-ON-CAMPUS	1230P	BELL,L.	FT
	HUM	110	HISTORY OF IDEAS	3.0	5	1.00	.09	MWF	DAY-ON-CAMPUS	1130A	BURGESS,E.	FT
	HUM	201	HUMANITIES TOUR	5.0	6	2.00	.23	ARR	DAY-OFF-CAMPUS	ARR	BELL,L.	FT
	PHIL	180	CHALLENGE OF CHANGE	3.0	16	3.20	.25	DAILY	DAY-ON-CAMPUS	0930A	CUDNEY,C.	FT
	PHIL	180	CHALLENGE OF CHANGE	3.0			.05	DAILY	DAY-ON-CAMPUS	0930A	AICHELE,P.	FT
	PHIL	180	CHALLENGE OF CHANGE	3.0			.08	DAILY	DAY-ON-CAMPUS	0930A	BARNES,J.	FT
	PSY	180	CHALLENGE OF CHANGE	3.0	26	5.20	.04	DAILY	DAY-ON-CAMPUS	0930A	AICHELE,P.	FT
	PSY	180	CHALLENGE OF CHANGE	3.0			.08	DAILY	DAY-ON-CAMPUS	0930A	BARNES,J.	FT
	PSY	180	CHALLENGE OF CHANGE	3.0			.25	DAILY	DAY-ON-CAMPUS	0930A	CUDNEY,C.	FT
WALLA WALLA					66	15.73	1.29					
WHATCOM	HUMAN	110	THE CLASSICAL IDEAL	7.0			.42		DAY-OFF-CAMPUS		CARMEAN,J	FT
	HUMAN	110	THE CLASSICAL IDEAL	6.3	16	6.72	.58	MW	DAY-OFF-CAMPUS	0840A	BRAGG,B	FT
WHATCOM					16	6.72	1.00					
TACOMA	HONOR	200	HONORS COLLOQUIUM	1.0	19	1.27	.05	ARR	DAY-ON-CAMPUS		MCLAUGHLIN	FT
TACOMA					19	1.27	.05					
					1,117	212.73	9.27					

LITERATURE

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
PENINSULA	ENGL	142	INTRO TO DRAMA	3.0	14	2.80	.20	T	EVENING-OFF-CAMPUS	0700P	MILICI	PT
	ENGL	160	AMERICAN LIT	3.0	15	3.00	.21	MWF	DAY-ON-CAMPUS	1100A	LUCAS	FT
	ENGL	260	ENGLISH LIT	3.0	6	1.20	.21	MTF	DAY-ON-CAMPUS	1000A	SPILLANE	FT
	ENGL	270	WORLD LIT	5.0	10	3.33	.29	DAILY	DAY-ON-CAMPUS	0900A	THOMPSON	FT
PENINSULA					45	10.33	.91					
GRAYS HARBOR	ENGL	258	INTRO TO POETRY	5.0	9	3.00	.29	DAILY	DAY-ON-CAMPUS	0900A	REISMAN	FT
	ENGL	264	SURVEY ENGLISH LIT	5.0	2	0.67	.33	DAILY	DAY-ON-CAMPUS	1000A	VANVACTOR	FT
	ENGL	267	AMERICAN LITERATURE	3.0	5	1.00	.38	MWF	DAY-ON-CAMPUS	0100P	WALLER	FT
GRAYS HARBOR					16	4.67	1.00					
OLYMPIC	ENGL	140	INTRO TO LIT	5.0	18	6.00	.34	DAILY	DAY-ON-CAMPUS	1000A	DAVIS K	FT
	ENGL	141	SHORT STORY	2.0	17	2.27	.12	TR	DAY-ON-CAMPUS	1200P	MORGAN D	FT
	ENGL	143	POETRY	2.0	15	2.00	.12	MW	DAY-ON-CAMPUS	1200P	WICKS A	FT
	ENGL	150	CONTEMP LIT	5.0	18	6.00	.33	TR	EVENING-ON-CAMPUS	0710P	MEYERS J	FT
	ENGL	250	MAJ AUTH/WORKS	3.0	16	3.20	.22	M	EVENING-ON-CAMPUS	0710P	STOREY M	PT
	ENGL	267	BRITISH LIT	5.0	21	7.00	.33	DAILY	DAY-ON-CAMPUS	1100A	DANIEL T	FT
	ENGL	285C	NATIONAL LIT	5.0	15	5.00	.29	MW	EVENING-ON-CAMPUS	0445P	WICKS A	FT
OLYMPIC					120	31.47	1.75					
SKAGIT VALLEY	LIT	131	INTRO LITERATURE	3.0	13	2.60	.25	MWF	DAY-ON-CAMPUS	1200P	TURNER G	FT
	LIT	131	INTRO LITERATURE	3.0	20	4.00	.19	MW	DAY-OFF-CAMPUS	0100P	MATZEN V	PT
	LIT	131	INTRO LITERATURE	3.0	5	1.00	.19	W	DAY-OFF-CAMPUS	0700P	RANDALL B	PT
	LIT	169	WOMEN IN LITERATURE	3.0	10	2.00	.19	TRF	DAY-ON-CAMPUS	0200P	DUNLAP L	PT
	LIT	221	AMERICAN LIT I	3.0	20	4.00	.25	MTR	DAY-ON-CAMPUS	1100A	THOMAS J	FT
	LIT	221	AMERICAN LIT I	3.0	15	3.00	.19	R	EVENING-OFF-CAMPUS	0700P	CARROLL	PT
	LIT	242	WORLD LIT 2	3.0	12	2.40	.19	W	EVENING-OFF-CAMPUS	0700P	HORN C	PT
	SRLIT	052	SENIOR CITIZEN WORKSHOP	2.0	10	1.33	.13	W	DAY-OFF-CAMPUS	0200P	THOMAS J	ML
SKAGIT VALLEY					105	20.33	1.58					
EVERETT	ENGL	251	CLASSICAL EUROPEAN LIT	5.0	28	9.33	.33	DAILY	DAY-ON-CAMPUS	1000A	DAY MARJORIE	FT
	ENGL	271	SP TOPICS/LANGUAGE LIT	2.0	10	1.33	.09	W	EVENING-ON-CAMPUS	0700P	DAVIS RICHAR	FT
	ENGL	271	SP TOPICS/LANGUAGE LIT	3.0	10	2.00	.20	TR	DAY-OFF-CAMPUS	0100P	SENFF EUGENE	ML
EVERETT					48	12.67	.62					
EDMONDS	ENGL	115	INTRO TO LITERATURE	5.0	23	7.67	.34	DAILY	DAY-ON-CAMPUS	0900A	WILLIAMSON D	FT
	ENGL	115	INTRO TO LITERATURE	5.0	23	7.67	.34	MTWR	DAY-ON-CAMPUS	1200P	MORGRIDGE B	FT
	ENGL	115	INTRO TO LITERATURE	5.0	18	6.00	.34	TR	EVENING-ON-CAMPUS	0805P	ODONNELL J	PT
	ENGL	130	IMAGES OF WOMEN IN LIT	5.0	18	6.00	.34	MTWR	DAY-ON-CAMPUS	0900A	MOORE N	FT
	ENGL	245	AMERICAN LITERATURE	5.0	20	6.67	.34	DAILY	DAY-ON-CAMPUS	1000A	REID B	FT

LITERATURE

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
EDMONDS					102	34.00	1.70					
SEATTLE CENT	ENG	132	INTRO TO FICTION	5.0	22	7.33	.33	MTWRF	DAY-ON-CAMPUS	1200P	REMASH	FT
	ENG	221	AMERICAN LITERATURE	5.0	16	5.33	.33	MTWRF	DAY-ON-CAMPUS	0900A	HALL	FT
	ENG	226	THIRD WORLD LITERTURE	5.0	9	3.00	.33	MTWRF	DAY-ON-CAMPUS	0900A	HASTINGS	FT
	ENG	291	LIT. STUDIES: WOMEN	5.0	14	4.67	.34	MTWRF	DAY-ON-CAMPUS	1100A	BYSTROM	FT
SEATTLE CENT					61	20.33	1.33					
SEATTLE NORTH	ENG	135	LITERATURE	5.0	21	7.00	.33	MTWRF	DAY-ON-CAMPUS	0900A	SMITH MARILY	FT
	ENG	135	LITERATURE	5.0	13	4.33	.35	M W	EVENING-ON-CAMPUS	0700P	BINDEL	PT
	ENG	221	AMERICAN LITERATURE	5.0	11	3.67	.33	MTWRF	DAY-ON-CAMPUS	1100A	BARTON M	FT
	ENG	233	WESTERN MYTHOLOGY	5.0	18	6.00	.34	M W	DAY-ON-CAMPUS	1200P	BARTON M	FT
SEATTLE NORTH					63	21.00	1.34					
SEATTLE SOUTH	ENG	222	AMERICAN LITERATURE	5.0	28	9.33	.34	MTWRF	DAY-ON-CAMPUS	1000A	THOMPSON	FT
SEATTLE SOUTH					28	9.33	.34					
SHORELINE	ENGL	202	LITERATURE BY TOPIC	5.0	25	8.33	.34	DAILY	DAY-ON-CAMPUS	0830A	MCGUIRE, M	FT
	ENGL	202	LITERATURE BY TOPIC	3.0	13	2.60	.20	T	DAY-OFF-CAMPUS	0900A	SVEC, M	PT
	ENGL	264	ENGLISH LITERATURE	5.0	21	7.00	.33	DAILY	DAY-ON-CAMPUS	1230P	MATES, A	FT
	ENGL	267	AMERICAN LITERATURE	5.0	23	7.67	.33	DAILY	DAY-ON-CAMPUS	1030A	WALTERS, D	FT
	ETHST	220	MINORITY LITERATURE	5.0	16	5.33	.16	DAILY	DAY-ON-CAMPUS	0930A	TAHA, K	V
SHORELINE					98	30.93	1.36					
BELLEVUE	ENGL	110	READING POETRY	5.0	18	6.00	.33	DAILY	DAY-ON-CAMPUS	1130A	GIBSON BREDA	FT
	ENGL	111	READING DRAMA	5.0	29	9.67	.50	DAILY	DAY-ON-CAMPUS	0830A	KENNEDY J	FT
	ENGL	112	READING FICTION	5.0	24	8.00	.33	MWF	DAY-ON-CAMPUS	1230P	MCGLOCKLIN G	FT
	ENGL	130	INTRO TO LITERATURE	5.0	24	8.00	.33	MTR	EVENING-ON-CAMPUS	0830P	PITKIN A	PT
	ENGL	198	B LIT:BEGINNINGS TO 1910	5.0	6	2.00	.06	DAILY	DAY-ON-CAMPUS	1030A	COLLINS M	V
	ENGL	231	INTRO TO SHAKESPEARE	5.0	26	8.67	.33	DAILY	DAY-ON-CAMPUS	0930A	HARTWICH J	FT
	ENGL	267	AMER LIT BEGIN-CIVIL WAR	5.0	42	14.00	.33	DAILY	DAY-ON-CAMPUS	1030A	CHRISTIANSEN	FT
	ENGL	291	DIRECTED READ/RESEARCH**	4.8	9	2.88	.24	ARR	DAY-ON-CAMPUS		SEEMAN J	FT
	ENGL	291	DIRECTED READ/RESEARCH**	5.0	1	0.33	.01	ARR	DAY-ON-CAMPUS		DEMARIS C	V
BELLEVUE					179	59.53	2.46					
HIGHLINE	LIT	106	READING IMAGINATIVE LIT	3.0	26	5.20	.19	MWF	DAY-ON-CAMPUS	0900A	FEDOR J	FT
	LIT	107	POPULAR LITERATURE	5.0	32	10.67	.33	DAILY	DAY-ON-CAMPUS	1100A	HOFMANN E	FT
	LIT	134	THE SHORT STORY	3.0	18	3.60	.20	T	EVENING-ON-CAMPUS	0700P	JOHNSON M	FT
	LIT	160	GREAT BRITISH WRITERS	5.0	14	4.67	.33	DAILY	DAY-ON-CAMPUS	1000A	HARRINGTON C	FT

LITERATURE

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
HIGHLINE	LIT	192	SPEC TOPIC:LIT-NORWEGIAN	2.0	6	0.80	.12	TR	DAY-ON-CAMPUS	0100P	HOEM K	FT
HIGHLINE					96	24.93	1.17					
GREEN RIVER	ENGL	121	AMERICAN LITERATURE	5.0	28	9.33	.33	DAILY	DAY-ON-CAMPUS	1000A	LOLAND V	FT
	ENGL	131	INTRO TO SHORT FICTION	5.0	20	6.67	.25	DAILY	DAY-ON-CAMPUS	1100A	WOOD J	FT
	ENGL	221	AMERICAN LITERATURE	5.0	3	1.00	.33	DAILY	DAY-ON-CAMPUS	1000A	LOLAND V	FT
GREEN RIVER					51	17.00	.91					
FT STEILACOOM	ENGL	201	INTR FICTION	5.0	14	4.67	.29	DAILY	DAY-ON-CAMPUS	0100P	HULET	FT
	ENGL	211	BRITISH LIT	5.0	27	9.00	.34	DAILY	DAY-ON-CAMPUS	1000A	WESTBY	PT
	ENGL	221	AMERICAN LIT	5.0	37	12.33	.34	DAILY	DAY-ON-CAMPUS	0900A	KRIEGER	FT
	ENGL	240	HENRY VIII	3.0	14	2.80	.11	M	EVENING-ON-CAMPUS	0530P	WESTBY	PT
	ENGL	241	ELIZABETH R	3.0	12	2.40	.09	M	EVENING-ON-CAMPUS	0530P	WESTBY	PT
FT STEILACOOM					104	31.20	1.17					
CENTRALIA	ENGL	108A	INTRO TO LIT	3.0	13	2.60	.20	MWF	DAY-ON-CAMPUS	0100P	NOGLER	FT
	ENGL	108A	INTRO TO LIT	3.0	14	2.80	.20	M	EVENING-OFF-CAMPUS	0700P	KAUFMAN I	PT
	ENGL	109A	INTRO TO LIT	3.0	33	6.60	.00	MWF	DAY-ON-CAMPUS	1100A	MC ELROY	FT
	ENGL	118A	SURV FICTION	3.0	21	4.20	.21	MWF	DAY-ON-CAMPUS	0900A	GREEN	FT
	ENGL	151A	WORLD LIT	3.0	14	2.80	.21	MWF	DAY-ON-CAMPUS	1200A	ROSA	FT
CENTRALIA					95	19.00	.82					
GARRETT HEYNS	ENGL	119A	SCIENCE-FICT	2.0	20	2.67	.09	DAILY	DAY-OFF-CAMPUS	0815A	CLARE	FT
	ENGL	162A	AM/L TO 1900	3.0	20	4.00	.13	DAILY	DAY-OFF-CAMPUS	0245P	CLARE	FT
GARRETT HEYNS					40	6.67	.22					
LOWER COLUMBIA	ENGL	260	WORLD LITERATURE	5.0	11	3.67	.31	DAILY	DAY-ON-CAMPUS	0900A	MCCARTHY D	FT
LOWER COLUMBIA					11	3.67	.31					
CLARK	ENGL	130	INTRO TO FIC	3.0	24	4.80	.25	MWF	DAY-ON-CAMPUS	0100P	SIMS D	FT
	ENGL	131	INTRO POETRY	3.0	36	7.20	.25	MWF	DAY-ON-CAMPUS	1000A	SIMONSON S	FT
	ENGL	137	WORLD LIT	3.0	33	6.60	.25	MWF	DAY-ON-CAMPUS	1100A	SPICER S	FT
	ENGL	241	MAJOR ENGL WRT	3.0	24	4.80	.25	M	EVENING-ON-CAMPUS	0700P	HAWKINS R	FT
	ENGL	244	AMER LIT	3.0	13	2.60	.25	MWF	DAY-ON-CAMPUS	0900A	SANDER L	FT
CLARK					130	26.00	1.25					
WENATCHEE VAL	ENGL	108	INTRO/POETRY	3.0	9	1.80	.15	MWF	DAY-ON-CAMPUS	0100P	JOHNSON C	FT
	ENGL	152	IMGS/MMN LIT	3.0	3	0.60	.03	M	EVENING-OFF-CAMPUS	0700P	ACHAMIRE T	PT

LITERATURE

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
WENATCHEE VAL	ENGL	212	CONTEMP FICT	3.0	2	0.40	.14	ARR	EVENING-OFF-CAMPUS	ARR	GOULD W	FT
	ENGL	267	MJ AM WR I	3.0	1	0.20	.14	ARR	EVENING-OFF-CAMPUS	ARR	GOULD W	FT
WENATCHEE VAL					15	3.00	.46					
YAKIMA VALLEY	ENGL	135	INTRO FICTION	3.0	11	2.20	.21	T	EVENING-OFF-CAMPUS	0700P	DAVIS J	PT
	ENGL	140	SCIENCE FICTION	3.0	10	2.00	.10	M W F	DAY-ON-CAMPUS	1200P	SMITH S	FT
	ENGL	197	THE SCARLET LETTER-CTV	1.0	6	0.40	.06	F	DAY-ON-CAMPUS	0400P	SMITH E	V
	ENGL	225	AMER-LIT-1620/1850	3.0	7	1.40	.21	M W F	DAY-ON-CAMPUS	1200P	SMITH E	FT
	ENGL	264	MIDDLE AGE/RESTORATION	5.0	4	1.33	.29	DAILY	DAY-ON-CAMPUS	1100A	PIER T	FT
YAKIMA VALLEY					38	7.33	.87					
SPOKANE	ENG	131M	INTRO LIT	5.0	34	11.33	.33	DAILY	DAY-ON-CAMPUS	0930A	BARNES E	FT
	ENG	131M	INTRO LIT	5.0	18	6.00	.33	DAILY	DAY-ON-CAMPUS	1230P	JONES F	FT
	ENG	131N	INTRO LIT	5.0	35	11.67	.36	MW	EVENING-ON-CAMPUS	0800P	ROTH J	ML
	ENG	209M	ENG LIT	5.0	29	9.67	.33	DAILY	DAY-ON-CAMPUS	1030A	HERDRICH MS	FT
SPOKANE					116	38.67	1.35					
SPOKANE FALLS	ENG	131E	INTRO LIT	5.0	25	8.33	.34	TR	EVENING-ON-CAMPUS	0700P	HELLENBERG N	PT
	ENG	131F	INTRO LIT	5.0	36	12.00	.34	DAILY	DAY-ON-CAMPUS	0830A	STRANGE W	FT
	ENG	131F	INTRO LIT	5.0	34	11.33	.33	DAILY	DAY-ON-CAMPUS	1030A	MCAULEY A	FT
	ENG	131F	INTRO LIT	5.0	29	9.67	.33	MTWR	DAY-ON-CAMPUS	1225P	HOBAN J	FT
	ENG	131Y	INTRO LIT	5.0	12	4.00	.34	S	DAY-OFF-CAMPUS	0800A	LEE R	PT
	ENG	141E	FILM COMMUN	5.0	28	9.33	.34	MW	EVENING-ON-CAMPUS	0700P	STEINER T	ML
	ENG	141F	FILM COMMUN	5.0	38	12.67	.33	DAILY	DAY-ON-CAMPUS	0830A	COLDSNOW P R	FT
	ENG	141F	FILM COMMUN	5.0	49	16.33	.33	DAILY	DAY-ON-CAMPUS	0930A	LAUDERBAUGH	FT
	ENG	141F	FILM COMMUN	5.0	34	11.33	.33	MTWR	DAY-ON-CAMPUS	1225P	ELLINGWOOD F	FT
	ENG	245F	AMERICAN LIT	5.0	13	4.33	.30	DAILY	DAY-ON-CAMPUS	1030A	BURNHAM L	FT
SPOKANE FALLS					298	99.33	3.31					
BIG BEND	EGL	231	APPRECIATION OF FICTION	5.0	5	1.67	.33	MTWR	DAY-ON-CAMPUS	0915A	WOLFF	FT
	EGL	233	APPRECIATION OF DRAMA	2.0	10	1.33	.13	R	DAY-OFF-CAMPUS	0200P	MILHOLLAND	ML
	EGL	273	SHAKESPEARE SAMPLER	1.0	10	0.67	.07	R	EVENING-ON-CAMPUS	0700P	SILVER	PT
BIG BEND					25	3.67	.53					
COLUMBIA BASIN	HUM	2990	JAPAN	1.0	27	1.80	.07	R	EVENING-OFF-CAMPUS	0730P	HUNGATE, M	ML
	LIT	1350	INTRO TO FICTION	3.0	26	5.20	.15	MWF	DAY-ON-CAMPUS	1000A	BEYERS, R	FT
	LIT	1370	INTRO TO POETRY	3.0	16	3.20	.20	MWF	DAY-ON-CAMPUS	1000A	DRUMM, T	PT
	LIT	1960	BIBLE AS LIT 2	3.0	22	4.40	.11	MWF	DAY-ON-CAMPUS	1100A	FISHER, R	FT
	LIT	1990	JOB: VOICE/WHIRLWIND	1.0	6	0.40	.06	T	DAY-ON-CAMPUS	1200P	FISHER, R	FT
	LIT	2640	ENGLISH LIT	5.0	25	8.33	.28	DAILY	DAY-ON-CAMPUS	0900A	FISHER, R	FT

LITERATURE

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
COLUMBIA BASIN					122	23.33	.87					
WALLA WALLA	LIT	140	INTRO TO LITERATURE	3.0	21	4.20	.04	DAILY	DAY-ON-CAMPUS	0930A	CUDNEY,C.	FT
	LIT	140	INTRO TO LITERATURE	3.0	3	0.60	.18	TR	EVENING-ON-CAMPUS	0700P	CUDNEY,C.	ML
	LIT	140	INTRO TO LITERATURE	3.0			.03	DAILY	DAY-ON-CAMPUS	0930A	CROSS,D.	FT
	LIT	140	INTRO TO LITERATURE	3.0			.02	DAILY	DAY-ON-CAMPUS	0930A	KENYON,V.	PT
	LIT	140	INTRO TO LITERATURE	3.0			.02	DAILY	DAY-ON-CAMPUS	0930A	BUCHANAN,M.	PT
	LIT	141	INTRO TO FICTION	3.0	9	1.80	.20	MWF	DAY-OFF-CAMPUS	0200P	BOUTZ,T.	FT
	LIT	161	INTRO TO RUSSIAN LIT	3.0	7	1.40	.14	MWF	DAY-ON-CAMPUS	0130P	BELL,L.	FT
	LIT	242	AMERICAN LITERATURE	3.0	18	3.60	.14	MWF	DAY-ON-CAMPUS	1030A	BELL,L.	FT
	LIT	242	AMER LIT 17-19 CENTURY	3.0	7	1.40	.14	TR	DAY-OFF-CAMPUS	0200P	BELL,L.	FT
	LIT	244	AMERICAN LITERATURE	3.0	11	2.20	.20	MWF	DAY-OFF-CAMPUS	0300P	BOUTZ,T.	FT
	LIT	252	BRITISH LITERATURE	3.0	6	1.20	.18	MWF	DAY-ON-CAMPUS	1030A	FUHR,G.	FT
	LIT	275	OLD TESTAMENT LITERATURE	3.0	25	5.00	.21	MWF	DAY-ON-CAMPUS	0130P	CROSS,D.	FT
	LIT	290	GREAT BOOKS SEMINAR	2.0	8	1.07	.12	R	DAY-ON-CAMPUS	0130P	FUHR,G.	FT
WALLA WALLA					115	22.47	1.62					
WHATCOM	ENGL	151	INTRO TO LITERATURE	5.0	19	6.33	.50	MTWR	DAY-OFF-CAMPUS	1135A	OLAFSON,P	FT
	ENGL	225	LIT & SOCIAL CHANGE	5.0	11	3.67	.29	MW	DAY-OFF-CAMPUS	0400P	CARMEAN,J	FT
WHATCOM					30	10.00	.79					
TACOMA	ENGL	271	CONTEMP AMERICAN FICTION	5.0	19	6.33	.17	DAILY	DAY-ON-CAMPUS	1130A	CLEE P	FT
TACOMA					19	6.33	.17					
					2,170	597.19	30.21					

MUSIC HISTORY

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
PENINSULA	MUSIC	115	HIST & APPREC	3.0	19	3.80	.17	MWF	DAY-ON-CAMPUS	1000A	POLLARD	FT
	S C	025	MUSIC OF BRAHMS	2.0	15	2.00	.14	T	DAY-OFF-CAMPUS	0200P	ANDRE	PT
PENINSULA					34	5.80	.31					
GRAYS HARBOR	MUSIC	107	APPRECIATION OF MUSIC	3.0	16	3.20	.19	MWF	DAY-ON-CAMPUS	0900A	ASMUS	FT,
	MUSIC	210	HISTORY OF JAZZ	2.0	7	0.93	.12	TR	DAY-ON-CAMPUS	0900A	NEISINGER	FT
GRAYS HARBOR					23	4.13	.31					
SKAGIT VALLEY	MUS	120	LISTENING JAZZ ROCK FOLK	3.0	4	0.80	.12	TR	DAY-ON-CAMPUS	0400P	FOLLINGSTA D	FT
	MUS	121	MUSIC LIT (BASIC)	3.0	21	4.20	.12	MW	DAY-ON-CAMPUS	0400P	PLUCKER B	FT
	MUS	121	MUSIC LIT (BASIC)	3.0	16	3.20	.10	R	EVENING-ON-CAMPUS	0700P	PLUCKER R	ML
	MUS	121	DUMMY PLUCKER VANERMEI	.0			.00	R	EVENING-ON-CAMPUS	0700P	FOLLINGSTA D	ML
	MUS	121	DUMMY PLUCKER FOLLINGSTA	.0			.06	R	EVENING-ON-CAMPUS	0700P	VANDERMEI G	PT
	MUS	122	INSTR LITERATURE II	4.0	13	3.47	.15	MTWR	DAY-ON-CAMPUS	0900A	PLUCKER B	FT
SKAGIT VALLEY					54	11.67	.55					
EVERETT	MUSIC	109	MUSIC FOR THE LISTENER	5.0	14	4.67	.23	DAILY	DAY-ON-CAMPUS	0100P	WAHLSTROM TE	FT
	MUSIC	116	JAZZ 1ST 100 YEARS	5.0	11	3.67	.33	DAILY	DAY-ON-CAMPUS	0900A	SHAWGER JOHN	FT
	MUSIC	117	MUSIC OF THE CLASSIC PRD	2.0	1	0.13	.09	MW	DAY-ON-CAMPUS	1200P	WAHLSTROM TE	FT
	MUSIC	207	MUSIC HIST AND LIT	3.0	4	0.80	.14	MWF	DAY-ON-CAMPUS	1200P	WAHLSTROM TE	FT
EVERETT					30	9.27	.79					
EDMONDS	MUSIC	120	MUSIC FOR THE LISTENER	5.0	43	14.33	.35	DAILY	DAY-ON-CAMPUS	1000A	GUARD J	FT
EDMONDS					43	14.33	.35					
SEATTLE CENT	MUS	100	INTRODUCTION TO MUSIC	5.0	60	20.00	.32	MTWRF	DAY-ON-CAMPUS	1100A	HOOD	PT
	MUS	110	MUSIC IN WESTERN WORLD	5.0	24	8.00	.34	MTWRF	DAY-ON-CAMPUS	1000A	SHANGROW	FT
SEATTLE CENT					84	28.00	.66					
SEATTLE NORTH	MUS	100	INTRODUCTION TO MUSIC	5.0	25	8.33	.39	MTWRF	DAY-ON-CAMPUS	0900A	GOLEEKE	FT
	MUS	204	HISTORY OF JAZZ	2.3	16	2.45	.19	M W F	DAY-ON-CAMPUS	1200P	RADKE	FT
SEATTLE NORTH					41	10.79	.58					
SEATTLE SOUTH	MUS	100	INTRODUCTION TO MUSIC	5.0	20	6.67	.29	MTWRF	DAY-ON-CAMPUS	0900A	KUHN	FT
SEATTLE SOUTH					20	6.67	.29					
SHORELINE	ETHST	206	HISTORY OF JAZZ	5.0	18	6.00	.13	DAILY	DAY-ON-CAMPUS	1030A	MASSO, J	FT

MUSIC HISTORY

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SHORELINE	ETHST	206	HISTORY OF JAZZ	5.0	1	0.33	.24	M W	DAY-ON-CAMPUS	0710P	MASSO, J	FT
	ETHST	227	HISTORY OF ROCK AND ROLL	5.0	33	11.00	.22	DAILY	DAY-ON-CAMPUS	0930A	MASSO, J	FT
	ETHST	227	HISTORY OF ROCK AND ROLL	5.0	21	7.00	.15	DAILY	DAY-ON-CAMPUS	1130A	MASSO, J	FT
	ETHST	250	INTRO NATIVE AMER MUSIC	5.0	11	3.67	.34	DAILY	DAY-ON-CAMPUS	1130A	SIJOHN, H	FT
	MUSIC	107	SURVEY OF MUSIC	5.0	18	6.00	.33	DAILY	DAY-ON-CAMPUS	0930A	DOLACKY, S	PT
	MUSIC	107	SURVEY OF MUSIC	5.0	16	5.33	.21	DAILY	DAY-ON-CAMPUS	1030A	GOODRICH, J	FT
	MUSIC	211	HISTORY OF JAZZ	5.0	17	5.67	.12	DAILY	DAY-ON-CAMPUS	1030A	MASSO, J	FT
	MUSIC	211	HISTORY OF JAZZ	5.0			.01	M W	DAY-ON-CAMPUS	0710P	MASSO, J	FT
	MUSIC	212	HISTORY OF ROCK AND ROLL	5.0	4	1.33	.03	DAILY	DAY-ON-CAMPUS	0930A	MASSO, J	FT
	MUSIC	212	HISTORY OF ROCK AND ROLL	5.0	14	4.67	.10	DAILY	DAY-ON-CAMPUS	1130A	MASSO, J	FT
SHORELINE					153	51.00	1.88					
HIGHLINE	MUSIC	105	HISTORY OF JAZZ	3.0	16	3.20	.24	MWF	DAY-ON-CAMPUS	1200P	NORDAL M	FT
	MUSIC	106	ROCK MUSIC METAMORPHOSIS	5.0	38	12.67	.24	DAILY	DAY-ON-CAMPUS	1100A	FISH E	FT
	MUSIC	111	SURVEY OF MUSIC	5.0	15	5.00	.42	DAILY	DAY-ON-CAMPUS	1000A	NORDAL M	FT
HIGHLINE					69	20.87	.90					
GREEN RIVER	MUSIC	211	MUSIC THEORY IV	3.0	10	2.00	.00	TRF	DAY-ON-CAMPUS	0900A	FORWARD C	PT
GREEN RIVER					10	2.00	.00					
FT STEILACOOM	MUSIC	101	INTRO MUSIC	5.0	41	13.67	.26	DAILY	DAY-ON-CAMPUS	1200A	MCCAMENT	FT
	MUSIC	101	INTRO MUSIC	5.0	20	6.67	.34	MW	EVENING-ON-CAMPUS	0800P	KNUDTSEN	FT
	MUSIC	101	INTRO MUSIC	5.0	9	3.00	.34	MTWR	EVENING-OFF-CAMPUS	1930P	EVANS R	PT
	MUSIC	103	INTRO JAZZ	5.0	9	3.00	.33	DAILY	DAY-ON-CAMPUS	0100P	KNUDTSEN	FT
	MUSIC	203	SUR MSC HIST	5.0	9	3.00	.26	DAILY	DAY-ON-CAMPUS	1000A	PEDERSEN	FT
FT STEILACOOM					88	29.33	1.53					
CENTRALIA	MUSC	101A	MUSIC THEORY	5.0	19	6.33	.24	DAILY	DAY-ON-CAMPUS	0100P	KIMBALL	FT
	MUSC	104A	SURVEY/MUSIC	5.0	4	1.33	.25	TR	DAY-ON-CAMPUS	0900A	KIMBALL	FT
	MUSC	104A	SURVEY/MUSIC	5.0	20	6.67	.25	MW	EVENING-ON-CAMPUS	0500P	KIMBALL	FT
	MUSC	104A	SURVEY/MUSIC	5.0	14	4.67	.33	TR	EVENING-OFF-CAMPUS	0500P	EDMONDSON	PT
	MUSC	105A	MUSIC HIST	3.0	4	0.80	.17	MWF	DAY-ON-CAMPUS	0200P	EDSON R	FT
	MUSC	123A	MUSC/THEATRE	5.0	24	8.00	.13	DAILY	DAY-ON-CAMPUS	0900A	EDSON R	FT
	MUSC	124A	BALLET MUSIC	1.0	5	0.33	.02	DAILY	DAY-ON-CAMPUS	0900A	EDSON R	FT
	MUSC	125A	OPERA	1.0	9	0.60	.04	DAILY	DAY-ON-CAMPUS	0900A	EDSON R	FT
	MUSC	126A	MOVIES/TV	1.0	11	0.73	.05	DAILY	DAY-ON-CAMPUS	0900A	EDSON R	FT
	MUSC	127A	MUSIC COMEDY	2.0	11	1.47	.05	DAILY	DAY-ON-CAMPUS	0900A	EDSON R	FT
	MUSC	150A	FUNDAMENTALS	3.0	7	1.40	.17	MWF	DAY-ON-CAMPUS	1100A	EDSON R	FT
CENTRALIA					128	32.33	1.70					

MUSIC HISTORY

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
LOWER COLUMBIA	MUSC	110	MUSIC APPRECIATION	4.4	5	1.47	.10	MWF	DAY-ON-CAMPUS	1000A	SHERRY M	FT
	MUSC	115	POPULAR MUSIC	5.0	7	2.33	.19	DAILY	DAY-ON-CAMPUS	0900A	SHERRY M	FT
	MUSC	296	MUSIC HISTORY	3.0	4	0.80	.11	MWF	DAY-ON-CAMPUS	1000A	SHERRY M	FT
	MUSC	297	MUSIC HISTORY	3.0	1	0.20	.02	MWF	DAY-ON-CAMPUS	1000A	SHERRY M	FT
	MUSC	298	MUSIC HISTORY	3.0			.00	MWF	DAY-ON-CAMPUS	1000A	SHERRY M	FT
LOWER COLUMBIA					17	4.80	.42					
CLARK	MUS	125	ROCK MUSIC	3.0	16	3.20	.20	W	EVENING-ON-CAMPUS	0700P	TES A	FT
	MUS	131	MUSIC APPREC	3.0	17	3.40	.21	TR	DAY-ON-CAMPUS	1100A	ENMAN R	PT
	MUS	131	MUSIC APPREC	3.0	15	3.00	.21	T	EVENING-ON-CAMPUS	0700P	ENMAN R	PT
CLARK					48	9.60	.62					
WENATCHEE VAL	MUSIC	100	FUND/MUSIC	5.0	7	2.33	.10	W	EVENING-OFF-CAMPUS	0800P	RIGGS J	FT
	MUSIC	101	THEORY	5.0	22	7.33	.17	DAILY	DAY-ON-CAMPUS	0900A	KELLY G	FT
	MUSIC	101	THEORY	5.0	6	2.00	.10	W	EVENING-OFF-CAMPUS	0800P	RIGGS J	FT
	MUSIC	140	SURV/MUSIC	5.0	11	3.67	.00	DAILY	DAY-ON-CAMPUS	0900A	LAPO D	FT
	MUSIC	201	THEORY	5.0			.25	MWF	DAY-ON-CAMPUS	1100A	BOWER G	FT
	MUSIC	201	THEORY	5.0	1	0.33	.18	MWF	DAY-ON-CAMPUS	1100A	KELLY G	FT
	MUSIC	245	MUS HIST/LIT	4.0	2	0.53	.20	T	DAY-ON-CAMPUS	0100P	BOWER G	FT
WENATCHEE VAL					49	16.20	1.00					
YAKIMA VALLEY	MUS	101	MUSIC THEORY-I	4.0	18	4.80	.27	MTWR	DAY-ON-CAMPUS	1000A	NOTT D	FT
	MUS	118	INTRO MUSIC	5.0	26	8.67	.38	T R	DAY-ON-CAMPUS	0100P	CRESWELL B	FT
	MUS	118	INTRO MUSIC	5.0	16	5.33	.34	M W	EVENING-ON-CAMPUS	0700P	COCKRUM V	PT
	MUS	121	MUSIC LIT-I	1.0	13	0.87	.08	F	DAY-ON-CAMPUS	1000A	CRESWELL B	FT
	MUS	204	MUSIC THEORY-IV	5.0	5	1.67	.39	DAILY	DAY-ON-CAMPUS	0900A	CRESWELL B	FT
YAKIMA VALLEY					78	21.33	1.46					
SPOKANE	MUSIC	107M	INTRO MUSIC	5.0	32	10.67	.29	DAILY	DAY-ON-CAMPUS	1230P	GILPIN MA	FT
SPOKANE					32	10.67	.29					
SPOKANE FALLS	MUSIC	100F	MUSIC FUND	3.0	20	4.00	.21	MWF	DAY-ON-CAMPUS	0930A	EDIGHOFFER G	FT
	MUSIC	104F	HIST OF JAZZ	3.0	14	2.80	.21	MWF	DAY-ON-CAMPUS	1230P	EDIGHOFFER G	FT
	MUSIC	107E	INTRO MUSIC	5.0	12	4.00	.34	TR	EVENING-ON-CAMPUS	0700P	HALVERSEN P	ML
	MUSIC	107F	INTRO MUSIC	5.0	27	9.00	.27	DAILY	DAY-ON-CAMPUS	0830A	JOHNSON D	FT
	MUSIC	107F	INTRO MUSIC	5.0	39	13.00	.28	DAILY	DAY-ON-CAMPUS	1030A	SMITH WC	FT
	MUSIC	107F	INTRO MUSIC	5.0	23	7.67	.28	DAILY	DAY-ON-CAMPUS	1130A	JOHNSON D	FT
SPOKANE FALLS					135	40.47	1.59					

MUSIC HISTORY

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
BIG BEND	MUS	100	INTRO TO MUSIC	5.0	8	2.67	.38	MTWR	DAY-ON-CAMPUS	0915A	FREEMAN	FT
BIG BEND					8	2.67	.38					
COLUMBIA BASIN	MUS	1150	APPRECIATION	5.0	33	11.00	.25	DAILY	DAY-ON-CAMPUS	0800A	CRABB, T	FT
	MUS	1150	APPRECIATION	5.0	36	12.00	.19	DAILY	DAY-ON-CAMPUS	0900A	PAUL, O	FT
	MUS	1150	APPRECIATION	5.0	25	8.33	.25	DAILY	DAY-ON-CAMPUS	0100P	CRABB, T	FT
COLUMBIA BASIN					94	31.33	.69					
WALLA WALLA	MUS	101	MUSIC APPRECIATION	3.0	15	3.00	.09	MWF	DAY-ON-CAMPUS	0130P	BURGESS,E.	FT
WALLA WALLA					15	3.00	.09					
TACOMA	MUS	107	INTRO TO MUSIC	5.0	66	22.00	.36	DAILY	DAY-ON-CAMPUS	0930A	NELSON GENE	FT
	MUS	107	INTRO TO MUSIC	5.0	20	6.67	.35	M	EVENING-OFF-CAMPUS	0630P	GULHAUGEN C	PT
TACOMA					86	28.67	.71					
					1,339	394.90	17.10					

PHILOSOPHY

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
PENINSULA	PHIL	100	INTR TO PHIL	5.0	16	5.33	.33	DAILY	DAY-ON-CAMPUS	1100A	QUAST	FT
PENINSULA					16	5.33	.33					
GRAYS HARBOR	PHIL	100	INTRO TO PHILOSOPHY	5.0	33	11.00	1.00	DAILY	DAY-ON-CAMPUS	1200P	CATES	FT
GRAYS HARBOR					33	11.00	1.00					
OLYMPIC	HUMAN	298A	SC LONG SRCH	3.0	29	5.80	.22	W	EVENING-ON-CAMPUS	0710P	MCLEMORE D	PT
	PHILO	101	INTRO PHIL	5.0	35	11.67	.34	DAILY	DAY-ON-CAMPUS	0900A	NORTON R	FT
	PHILO	101	INTRO PHIL	5.0	15	5.00	.33	DAILY	DAY-ON-CAMPUS	0100P	NORTON R	FT
	PHILO	120	INTRO TO LOGIC	5.0	11	3.67	.33	DAILY	DAY-ON-CAMPUS	1000A	NORTON R	FT
OLYMPIC					90	26.13	1.22					
SKAGIT VALLEY	PHIL	100	INTRO TO PHILO	5.0	27	9.00	.22	MF	DAY-ON-CAMPUS	0800A	COOLE W	FT
	PHIL	100	INTRO TO PHILO	5.0	7	2.33	.02	ARR	EVENING-ON-CAMPUS		COOLE W	ML
	PHIL	100	INTRO TO PHILO	5.0	1	0.33	.09	S	DAY-ON-CAMPUS	0900A	PEARSON N	PT
	PHIL	100	INTRO TO PHILO	5.0	19	6.33	.31	TR	EVENING-OFF-CAMPUS	0700P	WHEELER J	PT
	PHIL	111	INTRO TO LOGIC	3.0	3	0.60	.02	MF	DAY-ON-CAMPUS	0100P	COOLE W	FT
	PHIL	120	FORMAL LOGIC	5.0			.01	ARR	EVENING-ON-CAMPUS		COOLE W	ML
	PHIL	120	FORMAL LOGIC	5.0			.04	S	DAY-ON-CAMPUS	0900A	PEARSON N	PT
	PHIL	215	INTRO TO ETHICS	5.0	37	12.33	.31	MTR	DAY-ON-CAMPUS	0200P	COOLE W	FT
	PHIL	215	INTRO TO ETHICS	5.0	6	2.00	.01	ARR	EVENING-ON-CAMPUS		COOLE W	ML
	PHIL	215	INTRO TO ETHICS	5.0	1	0.33	.04	S	DAY-ON-CAMPUS	1100A	PEARSON N	PT
	PHIL	251	INDEPENDENT STUDY	1.0	4	0.27	.04	M	EVENING-ON-CAMPUS	0700P	COOLE W	V
	PHIL	252	INDEPENDENT STUDY	2.0	1	0.13	.01	TR	DAY-ON-CAMPUS	0200P	COOLE W	V
SKAGIT VALLEY					106	33.66	1.12					
EVERETT	PHIL	100	INTRODUCTION PHILOSOPHY	5.0	18	6.00	.34	DAILY	DAY-ON-CAMPUS	1000A	HOUGHTALING	FT
	PHIL	110	SOCIAL ETHICS	5.0	13	4.33	.33	TR	EVENING-ON-CAMPUS	0700P	HOUGHTALING	FT
	PHIL	120	INTRODUCTION TO LOGIC	5.0	20	6.67	.33	DAILY	DAY-ON-CAMPUS	1200P	HOUGHTALING	FT
	PHIL	120	INTRODUCTION TO LOGIC	5.0	11	3.67	.33	TR	DAY-OFF-CAMPUS	0800A	SCHLOSSBERGE	PT
EVERETT					62	20.67	1.33					
EDMONDS	PHIL	100	INTRO TO PHILOSOPHY	5.0	13	4.33	.00	MTWR	DAY-ON-CAMPUS	0110P	HOLLINSWORTH	FT
	PHIL	100	INTRO TO PHILOSOPHY	5.0	26	8.67	.34	T R	EVENING-ON-CAMPUS	0805P	REINERT	PT
EDMONDS					39	13.00	.34					
SEATTLE CENT	PHI	100	INTRO TO PHILOSOPHY	5.0	23	7.67	.34	MTWRF	DAY-ON-CAMPUS	0800A	KELLER	FT
	PHI	100	INTRO TO PHILOSOPHY	5.0	26	8.67	.34	TR	EVENING-ON-CAMPUS	0700P	KELLER	FT
	PHI	110	INTRO TO SOCIAL ETHICS	5.0	21	7.00	.35	MTWRF	DAY-ON-CAMPUS	0900A	ANDERSON	FT

PHILOSOPHY

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SEATTLE CENT	PHI	118	PRAC RSNG & DEC MAKING	5.0	12	4.00	.31	MTWRF	DAY-ON-CAMPUS	0100P	ANDERSON	FT
	PHI	120	INTRODUCTION TO LOGIC	5.0	20	6.67	.34	MTWRF	DAY-ON-CAMPUS	1100A	ANDERSON	FT
	PHI	120	INTRODUCTION TO LOGIC	5.0	18	6.00	.32	M W	EVENING-ON-CAMPUS	0700P	ANDERSON	ML
	PHI	298	DIRECTED READINGS	5.0			.01	ARR	DAY-ON-CAMPUS	0000A	ANDERSON	V
SEATTLE CENT					120	40.00	2.01					
SEATTLE NORTH	PHI	100	INTRO TO PHILOSOPHY	5.0	30	10.00	.34	MTWRF	DAY-ON-CAMPUS	0900A	KERNS	FT
	PHI	100	INTRO TO PHILOSOPHY	5.0	34	11.33	.33	MTWRF	DAY-ON-CAMPUS	1100A	KERNS	FT
	PHI	100	INTRO TO PHILOSOPHY	5.0	26	8.67	.30	T R	EVENING-ON-CAMPUS	0700P	KERNS	ML
	PHI	120	INTRODUCTION TO LOGIC	5.0	27	9.00	.33	MTWRF	DAY-ON-CAMPUS	0800A	KERNS	FT
	PHI	130	HISTORY OF THE CONCEPT O	5.0	40	13.33	.40	M W	DAY-ON-CAMPUS	1200P	LEVINE	V
	PHI	130	HISTORY OF THE CONCEPT O	5.0			.16	M W	DAY-ON-CAMPUS	1200P	KERNS	ML
SEATTLE NORTH					157	52.33	1.86					
SEATTLE SOUTH	PHI	100	INTRO TO PHILOSOPHY	5.0	22	7.33	.32	S	DAY-ON-CAMPUS	0830A	PIERCE,TOM	PT
	PHI	120	INTRODUCTION TO LOGIC	5.0	13	4.33	.32	TR	EVENING-ON-CAMPUS	0730P	PIERCE,TOM	PT
SEATTLE SOUTH					35	11.67	.64					
SHORELINE	PHIL	100	INTRO TO PHILOSOPHY	5.0	20	6.67	.34	DAILY	DAY-ON-CAMPUS	0730A	PATRICK, F	FT
	PHIL	100	INTRO TO PHILOSOPHY	5.0	35	11.67	.33	DAILY	DAY-ON-CAMPUS	1130A	PATRICK, F	FT
	PHIL	100	INTRO TO PHILOSOPHY	5.0	28	9.33	.33	DAILY	DAY-ON-CAMPUS	1230P	HAGEMEYER, E	FT
	PHIL	100	INTRO TO PHILOSOPHY	5.0	14	4.67	.34	DAILY	DAY-ON-CAMPUS	0130P	HAGEMEYER, E	FT
	PHIL	120	INTRODUCTION TO LOGIC	5.0	45	15.00	.34	DAILY	DAY-ON-CAMPUS	1030A	HEICK, C	FT
	PHIL	120	INTRODUCTION TO LOGIC	5.0	39	13.00	.33	DAILY	DAY-ON-CAMPUS	1230P	HEICK, C	FT
	PHIL	120	INTRODUCTION TO LOGIC	5.0	39	13.00	.33	DAILY	DAY-ON-CAMPUS	0130P	HEICK, C	FT
	PHIL	267	PHIL. OF RELIGION	5.0	33	11.00	.33	DAILY	DAY-ON-CAMPUS	0930A	PATRICK, F	FT
SHORELINE					253	84.33	2.67					
BELLEVUE	PHIL	013	INTRODUCTION TO YOGA	1.5	22	2.20	.10	R	EVENING-ON-CAMPUS	0530P	WARDALL	PT
	PHIL	100	INTRO TO PHILOSOPHY	5.0	45	15.00	.25	DAILY	DAY-ON-CAMPUS	0930A	WULFF J	FT
	PHIL	100	INTRO TO PHILOSOPHY	5.0	27	9.00	.34	MT	DAY-ON-CAMPUS	0130P	MAYER D	FT
	PHIL	110	INTRO TO SOCIAL ETHICS	5.0	18	6.00	.25	DAILY	DAY-ON-CAMPUS	1130A	WULFF J	FT
	PHIL	120	INTRO TO LOGIC	5.0	28	9.33	.25	DAILY	DAY-ON-CAMPUS	0830A	WULFF J	FT
	PHIL	120	INTRO TO LOGIC	5.0	21	7.00	.33	DAILY	DAY-ON-CAMPUS	1230P	MAYER D	FT
	PHIL	267	INTRO PHIL RELIGION	5.0	9	3.00	.33	DAILY	DAY-ON-CAMPUS	1030A	MAYER D	FT
	PHIL	280	CONFERENCE IN PHIL	5.0			.25	ARR	DAY-ON-CAMPUS		WULFF J	FT
BELLEVUE					170	51.53	2.10					
HIGHLINE	LIT	120	THE BIBLE AND LITERATURE	5.0	11	3.67	.25	MW	EVENING-ON-CAMPUS	0700P	BRIESMEISTER	FT
	PHIL	100	INTRO TO PHILOSOPHY	5.0	25	8.33	.34	DAILY	DAY-ON-CAMPUS	0800A	ROY M	PT

PHILOSOPHY

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
HIGHLINE	PHIL	100	INTRO TO PHILOSOPHY	5.0	28	9.33	.25	DAILY	DAY-ON-CAMPUS	1200P	JONES D	FT
	PHIL	110	CONTEMP ETHICAL ISSUES	5.0	21	7.00	.25	DAILY	DAY-ON-CAMPUS	0900A	JONES D	FT
	PHIL	120	INTRO/LOGIC PRACT REASON	5.0	35	11.67	.25	DAILY	DAY-ON-CAMPUS	1000A	JONES D	FT
	PHIL	120	INTRO/LOGIC PRACT REASON	5.0	22	7.33	.25	DAILY	DAY-ON-CAMPUS	0100P	JONES D	FT
	PHIL	120	INTRO/LOGIC PRACT REASON	5.0	32	10.67	.34	MW	EVENING-ON-CAMPUS	0700P	PIERCE T	PT
HIGHLINE					174	58.00	1.93					
GREEN RIVER	HUMAN	100	CREAT & CRITICAL THINK	5.0	17	5.67	.00	MTR	DAY-ON-CAMPUS	1200P	LUCKMANN W	FT
	PHIL	100	WESTERN PHILOSOPHY,INTRO	5.0	25	8.33	.00	DAILY	DAY-ON-CAMPUS	0800A	CLAUSEN J	PT
	PHIL	110	SOCIAL ETHICS	5.0	26	8.67	.00	DAILY	DAY-ON-CAMPUS	1000A	VAN RY M	FT
	PHIL	115	REASON. IN EVERYDAY LIFE	5.0	26	8.67	.00	DAILY	DAY-ON-CAMPUS	1100A	CLAUSEN J	PT
	PHIL	120	LOGIC, INTRODUCTION TO	5.0	26	8.67	.00	DAILY	DAY-ON-CAMPUS	0900A	CLAUSEN J	PT
	PHIL	120	LOGIC, INTRODUCTION TO	5.0	22	7.33	.00	MWR	DAY-ON-CAMPUS	0200P	CLAUSEN J	PT
	PHIL	135	CULTS AND THE OCCULT	5.0	20	6.67	.00	MW	EVENING-ON-CAMPUS	0700P	VAN RY M	ML
	PHIL	205	DEATH AND DYING	5.0	26	8.67	.00	DAILY	DAY-ON-CAMPUS	1100A	VAN RY M	FT
	PHIL	210	COMPARATIVE RELIGION	5.0	14	4.67	.00	DAILY	DAY-ON-CAMPUS	0900A	VAN RY M	FT
GREEN RIVER					202	67.33	.00					
FT STEILACOOM	HUMAN	110	LONG SEARCH	3.0	4	0.80	.04	M	EVENING-ON-CAMPUS	0530P	KRIEGER	ML
	HUMAN	111	LONG SEARCH	5.0	30	10.00	.30	M	EVENING-ON-CAMPUS	0530P	KRIEGER	ML
	PHIL	100	INTRO PHILOS	5.0	32	10.67	.34	DAILY	DAY-ON-CAMPUS	0900A	KALLES	FT
	PHIL	100	INTRO PHILOS	5.0	19	6.33	.34	MW	EVENING-ON-CAMPUS	0530P	KINERK	PT
	PHIL	100	INTRO PHIL	5.0	16	5.33	.34	MW	EVENING-OFF-CAMPUS	0500P	ADDANTE	PT
	PHIL	100	INTRO PHILOS	5.0	22	7.33	.34	MTWR	EVENING-OFF-CAMPUS	1930P	ADDANTE	PT
	PHIL	100	INTRO PHIL	5.0	13	4.33	.34	MTWR	EVENING-OFF-CAMPUS	1930P	ADDANTE	PT
	PHIL	100	INTO PHIL	5.0	19	6.33	.34	MTWR	EVENING-OFF-CAMPUS	1930P	ADDANTE	PT
	PHIL	120	INTRO LOGIC	5.0	15	5.00	.34	S	DAY-OFF-CAMPUS	0800A	ADDANTE	PT
	PHIL	150	INTRO ETHICS	5.0	26	8.67	.34	TR	EVENING-ON-CAMPUS	0800P	KINERK	PT
	PHIL	210	PERS PHIL	5.0	31	10.33	.33	DAILY	DAY-ON-CAMPUS	1000A	KALLES	FT
FT STEILACOOM					227	75.13	3.39					
CENTRALIA	ENGL	261A	BIBLE LIT	3.0	12	2.40	.20	T	EVENING-ON-CAMPUS	0700P	ROSA	ML
	PHIL	101A	INTRODUCTION	5.0	41	13.67	.36	DAILY	DAY-ON-CAMPUS	1000A	ROSA	FT
	PHIL	197A	RELIGIONS	3.0	16	3.20	.20	T	EVENING-OFF-CAMPUS	0700P	ADAMS A	PT
CENTRALIA					69	19.27	.76					
LOWER COLUMBIA	PHIL	200	INTRO TO PHILOSOPHY	5.0	31	10.33	.27	DAILY	DAY-ON-CAMPUS	0800A	KELLEY R	FT
	PHIL	200	INTRO TO PHILOSOPHY	5.0	37	12.33	.36	DAILY	DAY-ON-CAMPUS	1100A	MASHINTER H	FT
	PHIL	200	INTRO TO PHILOSOPHY	4.0	2	0.53	.29	TR	DAY-ON-CAMPUS	0300P	MASHINTER H	FT
	PHIL	299	INDEPENDENT STUDY	3.0	1	0.20	.17	ARR	DAY-ON-CAMPUS	ARR	MASHINTER H	FT

PHILOSOPHY

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
LOWER COLUMBIA					71	23.40	1.09					
CLARK	PHIL	200	ETHICS	5.0	16	5.33	.35	TR	DAY-OFF-CAMPUS	0700P	NICHOLSON K	PT
	PHIL	201	LOGIC	5.0	29	9.67	.25	DAILY	DAY-ON-CAMPUS	0800A	EPTON C	FT
	PHIL	211	INTRO TO PHIL	5.0	36	12.00	.25	DAILY	DAY-ON-CAMPUS	1100A	EPTON C	FT
	PHIL	211	INTRO TO PHIL	5.0	18	6.00	.25	DAILY	DAY-ON-CAMPUS	0200P	EPTON C	FT
	PHIL	212	INT PHIL-RELGN	5.0	16	5.33	.35	MW	EVENING-ON-CAMPUS	0700P	NICHOLSON K	PT
	PHIL	290	SPECIAL PROJ	5.0	3	1.00	.25	ARR	DAY-ON-CAMPUS	ARR	EPTON C	FT
CLARK					118	39.33	1.70					
WENATCHEE VAL	PHIL	100	INTRO/PHILOS	5.0	25	8.33	.20	DAILY	DAY-ON-CAMPUS	1100A	STOWELL P	FT
WENATCHEE VAL					25	8.33	.20					
YAKIMA VALLEY	PHIL	101	INTRO PHILOSOPHY	5.0	18	6.00	.34	DAILY	DAY-ON-CAMPUS	0100P	DEEGAN J	FT
	PHIL	120	INTRO LOGIC	5.0	34	11.33	.33	DAILY	DAY-ON-CAMPUS	0900A	DEEGAN J	FT
	PHIL	215	INTRO ETHIC	5.0	21	7.00	.33	DAILY	DAY-ON-CAMPUS	1100A	DEEGAN J	FT
YAKIMA VALLEY					73	24.33	1.00					
SPOKANE	PHIL	101M	INTRO PHILOS	5.0	57	19.00	.34	DAILY	DAY-ON-CAMPUS	1130A	ROTH GO	FT
	~~PHIL~~	~~101N~~	~~INTRO PHILOS~~	5.0	30	10.00	.36	MW	EVENING-ON-CAMPUS	0530P	ROTH G O	ML
	PHIL	220M	PHILOS RELIG	5.0	35	11.67	.33	DAILY	DAY-ON-CAMPUS	1030A	RUSSELL W	FT
SPOKANE					122	40.67	1.03					
SPOKANE FALLS	ENG	241F	BIBLE AS LIT	5.0	13	4.33	.33	DAILY	DAY-ON-CAMPUS	1130A	WEST CB	FT
	PHIL	101E	INTRO PHILOS	5.0	20	6.67	.34	S	DAY-ON-CAMPUS	0800A	BALDASTY R	PT
	PHIL	101F	INTRO PHILOS	5.0	60	20.00	.34	DAILY	DAY-ON-CAMPUS	0830A	HOLLOWELL R	FT
	PHIL	101F	INTRO PHILOS	5.0	43	14.33	.33	DAILY	DAY-ON-CAMPUS	1130A	HOLLOWELL R	FT
	PHIL	101Y	INTRO PHIL	5.0	13	4.33	.34	MW	EVENING-OFF-CAMPUS	0745P	BALDASTY R	PT
	PHIL	210F	INTRO ETHICS	5.0	27	9.00	.33	DAILY	DAY-ON-CAMPUS	1030A	HOLLOWELL R	FT
SPOKANE FALLS					176	58.67	2.01					
BIG BEND	PHL	200	INTRO TO PHILOSOPHY	5.0	10	3.33	.33	MTWR	DAY-ON-CAMPUS	1145A	WOLFF	FT
BIG BEND					10	3.33	.33					
COLUMBIA BASIN	HUM	1310	COMPARATIVE RELIGION	5.0	15	5.00	.33	DAILY	DAY-ON-CAMPUS	1200P	HUNGATE, M	FT
	LIT	1850	WOMEN AND THE BIBLE	3.0			.10	T	EVENING-ON-CAMPUS	0730P	GUNTERMAN, P	PT
	LIT	1850	WOMEN AND THE BIBLE	3.0	13	2.60	.10	T	EVENING-ON-CAMPUS	0730P	ROWE, A	PT
	PHI	1010	PHILOSOPHY INTRO	5.0	20	6.67	.00	DAILY	DAY-ON-CAMPUS	1200P	COMMEREE, N	FT

PHILOSOPHY

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
COLUMBIA BASIN					48	14.27	.53					
WALLA WALLA	PHIL	101	INTRO TO PHILOSOPHY	5.0	37	12.33	.34	DAILY	DAY-ON-CAMPUS	0830A	RICHARDSON,H	FT
	PHIL	101	INTRO TO PHILOSOPHY	5.0	30	10.00	.33	DAILY	DAY-ON-CAMPUS	1230P	RICHARDSON,H	FT
	PHIL	102	PHILOSOPHY	5.0	34	11.33	.33	DAILY	DAY-ON-CAMPUS	0930A	RICHARDSON,H	FT
	PHIL	102	INTRO TO PHILOSOPHY	5.0	15	5.00	.33	DAILY	DAY-OFF-CAMPUS	1200P	STRATTON,J.	FT
	PHIL	159	PHIL SOCIAL JUSTICE	5.0	15	5.00	.33	DAILY	DAY-OFF-CAMPUS	0200P	STRATTON,J.	FT
WALLA WALLA					131	43.67	1.66					
WHATCOM	PHIL	100	INTRO WESTERN PHILOSOPHY	5.0	18	6.00	.33	TR	DAY-OFF-CAMPUS	0100P	MARGOLIS,J	PT
	PHIL	189	POLITICS OF URBAN PLAN	2.0	1	0.13	.01	ARR	EVENING-OFF-CAMPUS		MERRITT,J	FT
WHATCOM					19	6.13	.34					
TACOMA	PHIL	100	INTRO/PHILOSOPHY	5.0	32	10.67	.34	DAILY	DAY-ON-CAMPUS	0830A	EDRINGTON D	FT
	PHIL	100	INTRODUCTION PHILOSOPHY	5.0	29	9.67	.33	DAILY	DAY-ON-CAMPUS	1230P	EDRINGTON D	FT
	PHIL	100	INTRODUCTION PHILOSOPHY	5.0	27	9.00	.35	TR	DAY-ON-CAMPUS	0750P	BRIGHT C	PT
	PHIL	100	INTRO PHILOSOPHY	5.0	14	4.67	.35	S	DAY-ON-CAMPUS	0800A	KINERK J	PT
	PHIL	119	CRITICAL THINKING	5.0	20	6.67	.33	DAILY	DAY-ON-CAMPUS	1030A	EDRINGTON D	FT
TACOMA					122	40.66	1.70					
					2,668	872.16	32.29					

POLITICAL SC.

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
PENINSULA	PO SC	110	MODERN GOVT	5.0	2	0.67	.34	TR	EVENING-ON-CAMPUS	0700P	QUAST	FT
	PO SC	120	AMER GOVT	5.0	16	5.33	.33	DAILY	DAY-ON-CAMPUS	0900A	QUAST	FT
	PO SC	295	SPEC PROJECT	1.0			.00	ARR	DAY-ON-CAMPUS		QUAST	V
	PO SC	295	SPEC PROJECT	2.0			.00	ARR	DAY-ON-CAMPUS		QUAST	V
	PO SC	295	SPEC PROJECT	3.0			.00	ARR	DAY-ON-CAMPUS		QUAST	V
PENINSULA					18	6.00	.67					
GRAYS HARBOR	POL-S	200N	INTERNATIONAL RELATIONS	5.0	10	3.33	.35	T	EVENING-ON-CAMPUS	0600P	CREW J	
GRAYS HARBOR					10	3.33	.35					
OLYMPIC	POL S	101	SURV POL SCI	5.0	12	4.00	.34	DAILY	DAY-ON-CAMPUS	0900A	WHYBARK Q	FT
	POL S	101	SURV POL SCI	5.0	18	6.00	.33	TR	EVENING-ON-CAMPUS	0710P	WHYBARK Q	FT
	POL S	198A	S/C GRANT WR	1.0	35	2.33	.35	ARR	DAY-ON-CAMPUS	0300P	JONES N	V
	POL S	210	AMER GOVT	5.0	17	5.67	.33	DAILY	DAY-ON-CAMPUS	1100A	WHYBARK Q	FT
OLYMPIC					82	18.00	1.35					
SKAGIT VALLEY	POSC	015	CITIZEN NATURALIZATION	3.0	11	2.20	.19	W	EVENING-OFF-CAMPUS	0700P	DULIN	PT
	POSC	138	SWNW EDUC GWMNT 2	1.0	1	0.07	.01	F	DAY-ON-CAMPUS	0700P	SIGMAR W	V
	POSC	202	US GOVT & POLITICS	5.0	14	4.67	.33	DAILY	DAY-ON-CAMPUS	1000A	MORRELL M	FT
	POSC	202	US GOVT & POLITICS	5.0	10	3.33	.31	MW	EVENING-OFF-CAMPUS	0700P	KOTSCHWAR J	PT
SKAGIT VALLEY					36	10.27	.84					
EVERETT	AD ED	072	CITIZENSHIP	5.0	12	4.00	.33	TR	EVENING-ON-CAMPUS	0700P	CROSS SANDRA	PT
	POL S	098	SWORDS & PLOUGHSHARES	.7	11	0.51	.05	M	EVENING-OFF-CAMPUS	0730P	DEMING SUE	CO
	POL S	100	BASIC POLITICAL CONCEPTS	5.0	16	5.33	.33	DAILY	DAY-ON-CAMPUS	1100A	HENSLEY DALE	FT
	POL S	201	AMERICAN GOVERNMENT	5.0	20	6.67	.29	DAILY	DAY-ON-CAMPUS	0900A	HENSLEY DALE	FT
EVERETT					59	16.51	1.00					
EDMONDS	POLSC	100	AMERICAN GOVERNMENT	5.0	49	16.33	.33	DAILY	DAY-ON-CAMPUS	1000A	DEINHART M	FT
EDMONDS					49	16.33	.33					
SEATTLE CENT	POL	102	AMERICAN GOVERNMENT	5.0	29	9.67	.32	MTWRF	DAY-ON-CAMPUS	0900A	HARRINGTON	FT
	POL	230	INTERNATIONAL RELATIONS	5.0	36	12.00	.32	MTWRF	DAY-ON-CAMPUS	1000A	HARRINGTON	FT
	POL	246	FIELD STUDY/EUROPE	5.0	32	10.67	.27	ARR	DAY-ON-CAMPUS	0000A	PEEK	FT
	POL	246	FIELD STUDY/EUROPE	.0			.25	ARR	DAY-ON-CAMPUS	0000A	YDRITA	FT
	POL	255	GOV&POL OF THE MID. EAST	5.0	17	5.67	.30	MTWRF	DAY-ON-CAMPUS	0100P	HARRINGTON	FT
SEATTLE CENT					114	38.00	1.46					

POLITICAL SC.

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SEATTLE NORTH	POL	102	AMERICAN GOVT	5.0	19	6.33	.34	MTWRF	DAY-ON-CAMPUS	0800A	CLOUGH	FT
	POL	220	COMPARATIVE POL. SYSTEMS	5.0	26	8.67	.33	MTWRF	DAY-ON-CAMPUS	1000A	CLOUGH	FT
	POL	230	INTERNATIONAL RELATIONS	5.0	11	3.67	.33	MTWRF	DAY-ON-CAMPUS	1100A	TRIMBLE	FT
SEATTLE NORTH					56	18.67	1.00					
SEATTLE SOUTH	POL	201	INTRO TO POLITICAL SCI	5.0	22	7.33	.33	MTWRF	DAY-ON-CAMPUS	0900A	OTHMAN	FT
	POL	202	DYNAMICS OF AMER. POLITI	5.0	13	4.33	.33	MTWRF	DAY-ON-CAMPUS	1200P	OTHMAN	FT
SEATTLE SOUTH					35	11.67	.66					
SHORELINE	POLSC	202	AMER GOVT AND POLITICS	5.0	37	12.33	.33	DAILY	DAY-ON-CAMPUS	1030A	TOMPKINS, J	PT
	POLSC	202	AMER GOVT AND POLITICS	5.0	17	5.67	.33	T R	EVENING-ON-CAMPUS	0710P	TOMPKINS, J	PT
	POLSC	203	INTERNATIONAL RELATIONS	5.0	36	12.00	.33	DAILY	DAY-ON-CAMPUS	0930A	LINKORD, L	FT
SHORELINE					90	30.00	.99					
BELLEVUE	POLSC	101	INTRO TO POLITICS	5.0	48	16.00	.33	DAILY	DAY-ON-CAMPUS	1130A	SHEPRO C	PT
	POLSC	102	AMERICAN GOVT & POL	5.0	41	13.67	.33	DAILY	DAY-ON-CAMPUS	0830A	HAMERNYIK S	PT
	POLSC	102	AMERICAN GOVT & POL	5.0	42	14.00	.33	MTR	EVENING-ON-CAMPUS	0530P	SHEPRO C	PT
	POLSC	103	INTERN RELATIONS	5.0	39	13.00	.33	DAILY	DAY-ON-CAMPUS	1030A	AMEN T	PT
	POLSC	197	THE UNITED NATIONS	1.0	12	0.80	.07	W	DAY-ON-CAMPUS	1230P	AMEN T	PT
	POLSC	205	COMPARATIVE GOVT	5.0	36	12.00	.33	DAILY	DAY-ON-CAMPUS	0930A	HAMERNYIK S	PT
BELLEVUE					218	69.47	1.72					
HIGHLINE	POL S	120	AMERICAN GOVERNMENT	5.0	32	10.67	.31	DAILY	DAY-ON-CAMPUS	0900A	DODD D	FT
	POL S	120	AMERICAN GOVERNMENT	5.0	24	8.00	.31	DAILY	DAY-ON-CAMPUS	1100A	DODD D	FT
	POL S	149	LAW FOR THE LAYMAN	2.0	18	2.40	.15	T	EVENING-ON-CAMPUS	0700P	PERRY H	FT
	POL S	150	STATE & LOCAL GOVERNMENT	5.0	13	4.33	.38	DAILY	DAY-ON-CAMPUS	1000A	PERRY H	FT
HIGHLINE					87	25.40	1.15					
GREEN RIVER	P SCI	090	INTRO TO POLITICAL SCI	3.0	5	1.00	.00	ARR	DAY-OFF-CAMPUS	ARR	BARNARD J	FT
	P SCI	100	INTRO TO POLITICAL SCIEN	3.0	36	7.20	.00	MWF	DAY-ON-CAMPUS	0800A	BARNARD J	FT
	P SCI	100	INTRO TO POLITICAL SCIEN	3.0	20	4.00	.00	MWF	DAY-ON-CAMPUS	0100P	BARNARD J	FT
	P SCI	100	INTRO TO POLITICAL SCIEN	3.0	28	5.60	.00	TR	EVENING-ON-CAMPUS	0530P	BARNARD J	ML
	P SCI	202	AMERICAN GOVERNMENT	5.0	18	6.00	.00	DAILY	DAY-ON-CAMPUS	0900A	BARNARD J	FT
	P SCI	202	AMERICAN GOVERNMENT	5.0	20	6.67	.00	DAILY	DAY-ON-CAMPUS	1100A	BARNARD J	FT
GREEN RIVER					127	30.47	.00					
FT STEILACOOM	POLS	100	INTRO GOVT	3.0	5	1.00	.03		DAY-OFF-CAMPUS		COBB	ML
	POLS	100	US POL/GOV	3.0	2	0.40	.01	ARR	DAY-OFF-CAMPUS		GREEN	FT
	POLS	101	INTRO POLTCS	3.0	6	1.20	.03		DAY-OFF-CAMPUS		COBB	ML

POLITICAL SC.

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
FT STEILACOOM	POLS	101	US POL SYSTM	3.0			.00	ARR	DAY-OFF-CAMPUS		GREEN	FT
	POLS	102	INTNTAL REL	3.0	2	0.40	.01		DAY-OFF-CAMPUS		COBB	ML
	POLS	102	INTRNATL REL	3.0			.00	ARR	DAY-OFF-CAMPUS		GREEN	FT
	POLS	104	STAT LOC GOV	1.0	2	0.13	.01	ARR	DAY-OFF-CAMPUS	0000	COBB	ML
	POLS	201	MODERN GOV	5.0	39	13.00	.38	DAILY	DAY-ON-CAMPUS	0900A	COBB	FT
	POLS	202	US POL SYSM	5.0			.33	DAILY	DAY-ON-CAMPUS	1200P	KALLES	FT
	POLS	202	US POL SYSM	5.0	106	35.33	.20	DAILY	DAY-ON-CAMPUS	1200P	COBB	FT
	POLS	230	ST/LOCL GOVT	5.0	12	4.00	.34	DAILY	DAY-ON-CAMPUS	1200P	CARLSON D	PT
FT STEILACOOM					174	55.47	1.34					
CENTRALIA	POLS	197A	FIELD EXP	15.0	1	1.00	.23	ARR	DAY-ON-CAMPUS	ARR	WOODLAND	FT
CENTRALIA					1	1.00	.23					
LOWER COLUMBIA	POLS	201	AMER POLITICAL INSTIT	5.0	16	5.33	.33	DAILY	DAY-ON-CAMPUS	1200P	VEST W	FT
	POLS	288	COOP WORK EX	10.0			.00	ARR	DAY-ON-CAMPUS	ARR	MASDEN D	FT
	POLS	289	COOP WORK EX	1.0			.00	R	DAY-ON-CAMPUS	1200P	MASDEN D	FT
	POLS	289	COOP WORK EXP	1.0			.00	R	EVENING-ON-CAMPUS	0700P	MASDEN D	FT
	POLS	299	INDEPENDENT STUDY	10.0			.00	ARR	DAY-ON-CAMPUS	ARR	VEST W	FT
LOWER COLUMBIA					16	5.33	.33					
CLARK	POSC	111	AM NAT GOV-POL	5.0	41	13.67	.25	DAILY	DAY-ON-CAMPUS	0900A	ALDINGER P	FT
	POSC	111	AM NAT GOV-POL	5.0	26	8.67	.25	DAILY	DAY-ON-CAMPUS	1100A	ALDINGER P	FT
	POSC	151	INTERNATL ORGN	1.0	9	0.60	.04	ARR	DAY-ON-CAMPUS	ARR	ROBERTS N	FT
	POSC	152	INTENATL ORGN	1.0	2	0.13	.05	ARR	DAY-ON-CAMPUS	ARR	ROBERTS N	FT
	POSC	153	INTERNATL ORGN	1.0			.00	ARR	DAY-ON-CAMPUS	ARR	ROBERTS N	FT
	POSC	251	INTERNATL ORGN	1.0	2	0.13	.05	ARR	DAY-ON-CAMPUS	ARR	ROBERTS N	FT
	POSC	252	INTERNATL ORGN	1.0	1	0.07	.05	ARR	DAY-ON-CAMPUS	ARR	ROBERTS N	FT
	POSC	253	INTERNATL ORGN	1.0			.00	ARR	DAY-ON-CAMPUS	ARR	ROBERTS N	FT
	POSC	290	SPEC PROJECT	3.0			.00	ARR	DAY-ON-CAMPUS	ARR	HUDSON M	FT
CLARK					81	23.26	.69					
WENATCHEE VAL	POLS	104	ST/LOC GOVT	5.0	25	8.33	.25	DAILY	DAY-ON-CAMPUS	1100A	AYLMER J	FT
WENATCHEE VAL					25	8.33	.25					
YAKIMA VALLEY	POLS	102	US POLITICS & GOVT	5.0	30	10.00	.33	DAILY	DAY-ON-CAMPUS	1000A	ANDERSON P	FT
	POLS	102	US POLITICS & GOVT	5.0	8	2.67	.34	M W	DAY-OFF-CAMPUS	0400P	BACA BERNAL	ML
	POLS	105	STATE & LOCAL GOVT	5.0	9	3.00	.09	DAILY	DAY-ON-CAMPUS	0100P	ANDERSON P	V
	POLS	105	STATE & LOCAL GOVERNMENT	5.0	12	4.00	.34	M W	EVENING-ON-CAMPUS	0700P	ANDERSON P	FT
YAKIMA VALLEY					59	19.67	1.10					

POLITICAL SC.

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SPOKANE	POLSC	101M	INT POLITICS	5.0	29	9.67	.33	DAILY	DAY-ON-CAMPUS	0930A	RUSSELL W	FT
	POLSC	201M	STATE AND LOCAL GOV	5.0	1	0.33	.01	ARR	DAY-ON-CAMPUS	ARR	RUSSELL W	V
SPOKANE					30	10.00	.34					
SPOKANE FALLS	POLSC	101E	INTRO POLSCI	5.0	14	4.67	.34	TR	EVENING-ON-CAMPUS	0700P	ALEXANDER R	ML
	POLSC	101F	INTRO POLSCI	5.0	19	6.33	.34	DAILY	DAY-ON-CAMPUS	0830A	ALEXANDER R	FT
	POLSC	101F	INTRO POLSCI	5.0	18	6.00	.33	DAILY	DAY-ON-CAMPUS	1130A	ALEXANDER R	FT
	POLSC	101Y	INTRO POLSCI	5.0	9	3.00	.34	TR	EVENING-OFF-CAMPUS	0745P	REED M	PT
	POLSC	111F	AMER POL SYS	5.0	25	8.33	.33	DAILY	DAY-ON-CAMPUS	0930A	ALEXANDER R	FT
SPOKANE FALLS					85	28.33	1.68					
BIG BEND	POL	101	INTRO TO MODERN GOVT	5.0	12	4.00	.33	MTWR	DAY-ON-CAMPUS	1145A	SEEDORF	ML
	POL	103	INTRO TO INTERNL RELATIO	5.0	7	2.33	.33	MTWR	DAY-ON-CAMPUS	0100P	TEALS	FT
	POL	199	SWORDS AND PLOWSHARES	1.0	11	0.73	.07	M	EVENING-ON-CAMPUS	0630P	TEALS	ML
	POL	211	ROBERTS RULES OF ORDER	1.0	23	1.53	.07	FS	EVENING-ON-CAMPUS	0900A	SEEDORF	ML
	POL	297	UNDERSTANDING THE S U	3.0	10	2.00	.20	R	EVENING-OFF-CAMPUS	0700P	BEUS	PT
BIG BEND					63	10.60	1.00					
COLUMBIA BASIN	PS	1000	AMERICAN GOVT	5.0	23	7.67	.17	DAILY	DAY-ON-CAMPUS	0800A	BEERS, D	FT
	PS	1030	INTERNATAL REL	5.0	21	7.00	.17	DAILY	DAY-ON-CAMPUS	0100P	BEERS, D	FT
	PS	1050	US FOREIGN POLIC	5.0	23	7.67	.17	DAILY	DAY-ON-CAMPUS	1000A	BEERS, D	FT
COLUMBIA BASIN					67	22.33	.51					
WALLA WALLA	PSCI	101	AMERICAN NATL GOVERNMENT	5.0	6	2.00	.33	DAILY	DAY-ON-CAMPUS	1230P	WEBSTER,J.	FT
	PSCI	101	AMERICAN NATL GOVT	5.0	9	3.00	.29	DAILY	DAY-OFF-CAMPUS	0300P	MOORE,D.	ML
	PSCI	110	THE COMMUNIST REVOLUTION	3.0	4	0.80	.05	MWF	DAY-ON-CAMPUS	1030A	WEBSTER,J.	FT
WALLA WALLA					19	5.80	.67					
WHATCOM	POLSC	052	CITIZENSHIP	2.0	9	1.20	.13	M	EVENING-OFF-CAMPUS	0700P	ZYLSTRA,C	FT
	POLSC	110	INTRO POLI SCI	5.0	14	4.67	.33	MTWR	DAY-OFF-CAMPUS	0800A	BOWER,E	FT
	POLSC	112	COMPARATIVE GOVERNMENTS	5.0	12	4.00	.33	TR	DAY-OFF-CAMPUS	0100P	ZYLSTRA,C	FT
WHATCOM					35	9.87	.79					
TACOMA	POLSC	019	MAKING PUBLIC POLICY	1.0	5	0.33	.07	TW	DAY-ON-CAMPUS	0300P	SALATINO J	PT
	POLSC	091	INTRO AMER GOVT	5.0	32	10.67	.34	DAILY	DAY-ON-CAMPUS	1030A	MOSEID D	FT
	POLSC	201	INTRO GOVT POLITICS	5.0	16	5.33	.33	DAILY	DAY-ON-CAMPUS	0830A	MOSEID D	FT
	POLSC	201	INTRO GOV & POLITICS	5.0	12	4.00	.35	R	EVENING-OFF-CAMPUS	0630P	SALATINO J	PT
	POLSC	202	AMERICAN NATIONAL GOVERN	5.0	20	6.67	.33	DAILY	DAY-ON-CAMPUS	1130A	MOSEID D	FT

POLITICAL SC.

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
TACOMA	POLSC	203	INTERNATIONAL POLITICS	5.0	22	7.33	.35	ARR	EVENING-OFF-CAMPUS		CANDIOTTI J	PT
	POLSC	298	CITY COUNCIL INTERNSHIP	5.0	1	0.33	.35	ARR	DAY-ON-CAMPUS		MOSEID D	ML
	POLSC	299	INDEPENDENT STUDY	2.0	2	0.27	.02	ARR	DAY-ON-CAMPUS		BELL P	V
TACOMA					110	34.93	2.14					
					1,746	529.02	22.59					

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*SOC.SCIENCE

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
OLYMPIC	PSYCH	120	INTIMATE LIFE	5.0	15	5.00	.31	DAILY	DAY-ON-CAMPUS	1100A	PUDELKO G	FT
OLYMPIC					15	5.00	.31					
SKAGIT VALLEY	SOSC	111	ADULTS IN TRANSITION	3.0	1	0.20	.01	R	DAY-ON-CAMPUS	0100P	SATRAN S	V
	SOSC	111	ADULTS IN TRANSITION	3.0	12	2.40	.19	W	DAY-OFF-CAMPUS	0100P	TIMS C	PT
	SOSC	112	ASSERTIVE BEHAVIOR	3.0	16	3.20	.16	T	DAY-ON-CAMPUS	0100P	SATRAN S	V
	SOSC	112	ASSERTIVE BEHAVIOR	3.0	17	3.40	.19	W	EVENING-ON-CAMPUS	0500P	MATHEWS J	PT
	SOSC	112	ASSERTIVE BEHAVIOR	3.0	15	3.00	.19	F	DAY-OFF-CAMPUS	0100P	WHARTON J	PT
	SOSC	131	COLLEGE GOVERNANCE	1.0	1	0.07	.01	M	DAY-ON-CAMPUS	0300P	SIGMAR W	V
	SOSC	150	EUROPEAN TRIP	5.0	19	6.33	.25	M	DAY-ON-CAMPUS	0100P	DURSCH R	FT
	SOSC	155	WORKSHOP	.6	15	0.60	.04	ARR	EVENING-OFF-CAMPUS		TIMS C	PT
	SOSC	155	WORKSHOP	.6	4	0.16	.04	ARR	EVENING-OFF-CAMPUS		TIMS C	PT
	SOSC	155	WORKSHOP	.6	6	0.24	.04	ARR	EVENING-OFF-CAMPUS		TIMS C	PT
	SOSC	199	COOP ED EXPERIENCE	5.0	1	0.33	.01	R	DAY-ON-CAMPUS	0400P	NELSON L	V
	SRSOS	053	SENIOR CITIZEN WORKSHOP	3.0	1	0.20	.01	ARR	DAY-OFF-CAMPUS		BOYDSTON	V
SKAGIT VALLEY					108	20.13	1.14					
EVERETT	HUM R	107	LEADERSHIP DEVP	1.0	16	1.07	.07	ARR	DAY-ON-CAMPUS		HALDI R	FT
	HUM R	108	ACTIVITIES COUNCIL	1.0	2	0.13	.02	M	DAY-ON-CAMPUS	0100P	HALDI RICHAR	FT
	HUM R	109	STUDENT COUNCIL	2.0	9	1.20	.04	W	DAY-ON-CAMPUS	0200P	HALDI RICHAR	FT
	SOC	119	CONNECTIONS TECH/CHANGE	5.0	8	2.67	.33	W	EVENING-ON-CAMPUS	0700P	ROBISON ROBE	FT
EVERETT					35	5.07	.46					
EDMONDS	SOCSC	188	INSTR ASST IN SOC SCI	3.0	1	0.20	.01	ARR	DAY-ON-CAMPUS	ARR	DEINHART M	V
	SOCSC	299	HYPNOSIS IN CRIMNL INVST	2.0	17	2.27	.13	FSN	DAY-ON-CAMPUS	0830A	DONOHUE J	V
EDMONDS					18	2.47	.14					
SEATTLE CENT	AME	001	AMER & NATURALIZATION	2.0	29	3.87	.13	T	EVENING-ON-CAMPUS	0630P	SMART	PT
	SSC	175	INT TO INT'NAT'L TRADE	3.0	10	2.00	.20	W	EVENING-ON-CAMPUS	0530P	EL-WATTAR	FT
	SSC	190	SOC SCITUT/WOMEN&SOCIETY	1.0	15	1.00	.15	W	DAY-ON-CAMPUS	1200P	COSSITT	V
	SSC	190	SOC SCIENCE DISC TUTORIA	1.0	13	0.87	.06	T R	DAY-ON-CAMPUS	1200P	HARRINGTON	FT
	SSC	196	SOC SCI & TECH	3.0	3	0.60	.19	ARR	DAY-ON-CAMPUS	0000A	BENNETT	PT
	SSC	197	SOC. SCI. WORK EXPERIENC	5.0	5	1.67	.05	ARR	DAY-OFF-CAMPUS	0000A	STAFF	V
	SSC	291	DIRECTED RDG IN SOC SCI	1.6	11	1.17	.11	ARR	DAY-ON-CAMPUS	0000A	PETERSON,D.	V
	SSC	292	DIRECTED RDG IN SOC SCI	2.0			.01	ARR	DAY-ON-CAMPUS	0000A	PETERSON	V
	SSC	293	DIRECTED RDG IN SOC SCI	2.0			.17	ARR	DAY-ON-CAMPUS	0000A	PETERSON D	FT
	SSC	294	PRACTICUM IN SOC SCIENCE	4.6	5	1.53	.15	ARR	DAY-ON-CAMPUS	0000A	PETERSON D	FT
	SSC	295	PRACTICUM IN SOC SCIENCE	5.0			.01	ARR	DAY-ON-CAMPUS	0000A	PETERSON D	FT
	SSC	296	PRACTICUM IN SOC SCIENCE	5.0			.19	ARR	DAY-ON-CAMPUS	0000A	PETERSON D	FT
	SSC	298	SPEC.PROBLEMS IN SOC.SCI	5.0			.01	ARR	DAY-ON-CAMPUS	0000A	PETERSON,D.	V

SOC.SCIENCE

COLLEGE NAME	DIV DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SEATTLE CENT					91	12.70	1.43					
SEATTLE NORTH	AME	001	AMER & NATURALIZATION	1.7	11	1.25	.12	W	EVENING-OFF-CAMPUS	0630P	SMART.	PT
	SSC	104	INTRO. TO LIFE & LEARNIN	5.0	32	10.67	.27	M W	DAY-ON-CAMPUS	0100P	HARNISH	FT
	SSC	114	CRITICAL CONTEMP ISSUES	1.0	9	0.60	.12	T	DAY-ON-CAMPUS	0300P	CLOUGH	ML
	SSC	116	TRAVEL PREVIEWS	1.0	23	1.53	.13	R	DAY-ON-CAMPUS	0300P	HAERTEL	ML
SEATTLE NORTH					75	14.05	.64					
SEATTLE SOUTH	SSC	294	PRACTICUM IN SOC SCIENCE	3.0			.00	TR	DAY-ON-CAMPUS	0800A	CHRISMER	V
SEATTLE SOUTH							.00					
SHORELINE	ETHST	297	SPECIAL PROJECT	1.0			.01	ARR	DAY-ON-CAMPUS		SIJOHN, H	V
	ETHST	297	SPECIAL PROJECT	1.0	1	0.07	.01	ARR	DAY-ON-CAMPUS		TAHA, K	V
	ETHST	298	SPECIAL PROJECT	2.0	1	0.13	.01	ARR	DAY-ON-CAMPUS		MASSO, J	V
	ETHST	298	SPECIAL PROJECT	2.0	1	0.13	.01	ARR	DAY-ON-CAMPUS		SIJOHN, H	V
	ETHST	298	SPECIAL PROJECT	2.0	6	0.80	.06	ARR	DAY-ON-CAMPUS		TAHA, K	V
	ETHST	299	SPECIAL PROJECT	3.0	5	1.00	.05	ARR	DAY-ON-CAMPUS		MASSO, J	W
	ETHST	299	SPECIAL PROJECT	3.0	23	4.60	.23	ARR	DAY-ON-CAMPUS		SIJOHN, H	V
	ETHST	299	SPECIAL PROJECT	3.0	5	1.00	.05	ARR	DAY-ON-CAMPUS		TAHA, K	V
	ETHST	299	SPECIAL PROJECT	3.0	2	0.40	.02	ARR	DAY-ON-CAMPUS		HALSAN, J	V
	GROUP	298	SPECIAL PROJECT	2.0	14	1.87	.14	T R	DAY-ON-CAMPUS	0930A	EVICH, J	V
	GROUP	298	SPECIAL PROJECT	2.0	2	0.27	.02	ARR	DAY-ON-CAMPUS		DEMETRE, W	V
	GROUP	299	SPECIAL PROJECT	3.0			.01	M W F	DAY-ON-CAMPUS	1030A	OLSEN, M	V
	SOCSC	101	WOMEN STUDIES	5.0	11	3.67	.40	DAILY	DAY-ON-CAMPUS	0930A	LEVY, S	FT
	SOCSC	110	SOC SCIENCE ISSUES METHD	5.0	9	3.00	.33	M W	DAY-ON-CAMPUS	0710P	ROTH, R	FT
SHORELINE					80	16.93	1.35					
BELLEVUE	SOCSC	140	SPECIAL TOPICS SOCSC	2.8	9	1.56	.09	ARR	DAY-ON-CAMPUS		BOLLIGER J	V
	SOCSC	140	SPECIAL TOPICS SOCSC	5.0	11	3.67	.33	R	EVENING-ON-CAMPUS	0600P	HAMERNYIK S	PT
BELLEVUE					20	5.23	.42					
HIGHLINE	BEHAV	100	HUMAN SEXUALITY	5.0	37	12.33	.33	DAILY	DAY-ON-CAMPUS	0100P	CAMPBELL M	FT
	BEHAV	100	HUMAN SEXUALITY	5.0	14	4.67	.33	DAILY	DAY-ON-CAMPUS	1200P	CAMPBELL M	FT
HIGHLINE					51	17.00	.66					
FT STEILACOOM	INTS	135	PSY OF WOMEN	5.0	1	0.33	.02	DAILY	DAY-ON-CAMPUS	1200P	TSAI	PT
	INTS	180	ENVIR ISSUES	1.0			.00		DAY-OFF-CAMPUS		COBB	ML
	SOC	281	FIELD STUDY	3.0	1	0.20	.04	T	EVENING-ON-CAMPUS	0530P	SKOTT	FT
	SOC	281	FIELD STUDY	3.0			.00	R	DAY-ON-CAMPUS	0200P	SKOTT	FT
	SOC	282	FIELD STUDY	4.0	1	0.27	.04	T	EVENING-ON-CAMPUS	0530P	SKOTT	FT

SOC.SCIENCE

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
FT STEILACOOM	SOC	282	FIELD STUDY	4.0	1	0.27	.08	R	DAY-ON-CAMPUS	0200P	SKOTT	FT
	SOC	283	FIELD STUDY	5.0	4	1.33	.17	T	EVENING-ON-CAMPUS	0530P	SKOTT	FT
	SOC	283	FIELD STUDY	5.0	2	0.67	.17	R	DAY-ON-CAMPUS	0200P	SKOTT	FT
	SOC	284	FIELD STUDY	3.0			.00	T	EVENING-ON-CAMPUS	0530P	SKOTT	FT
	SOC	284	FIELD STUDY	3.0			.00	R	DAY-ON-CAMPUS	0200P	SKOTT	FT
	SOC	285	FIELD STUDY	5.0			.00	T	EVENING-ON-CAMPUS	0530P	SKOTT	FT
	SOC	285	FIELD STUDY	5.0			.00	R	DAY-ON-CAMPUS	0200P	SKOTT	FT
	SOCS	101	STUDENT EXP	1.0			.00	ARR	DAY-OFF-CAMPUS		SOMMERS	V
	SOCS	102	STUDENT EXP	2.0			.00	ARR	DAY-OFF-CAMPUS		SOMMERS	V
	SOCS	103	STUDENT EXP	3.0			.00	ARR	DAY-OFF-CAMPUS		SOMMERS	V
	SOCS	104	STUDENT EXP	4.0			.00	ARR	DAY-OFF-CAMPUS		SOMMERS	V
	SOCS	105	STUDENT EXP	5.0			.00	ARR	DAY-OFF-CAMPUS		SOMMERS	V
	SOCS	201	STUDENT EXP	1.0			.00	ARR	DAY-OFF-CAMPUS		SOMMERS	V
	SOCS	202	STUDENT EXP	2.0	1	0.13	.01	ARR	DAY-OFF-CAMPUS		SOMMERS	V
	SOCS	203	STUDENT EXP	3.0			.00	ARR	DAY-OFF-CAMPUS		SOMMERS	V
	SOCS	204	STUDENT EXP	4.0			.00	ARR	DAY-OFF-CAMPUS		SOMMERS	V
	SOCS	205	STUDENT EXP	5.0			.00	ARR	DAY-OFF-CAMPUS		SOMMERS	V
FT STEILACOOM					11	3.20	.53					
CENTRALIA	SOCS	101A	ADVISNG SEMN	1.0	16	1.07	.07	T	DAY-ON-CAMPUS	0900A	QDEGAARD K	FT
	SOCS	101A	ADVISNG SEMN	1.0	17	1.13	.06	T	DAY-ON-CAMPUS	0900A	HAMILTON	FT
	SOCS	101A	ADVISNG SEMN	1.0	11	0.73	.05	W	DAY-ON-CAMPUS	1200A	HULL R	FT
	SOCS	101A	ADVISNG SEMN	1.0	12	0.80	.06	R	DAY-ON-CAMPUS	0900A	MARTIN D	FT
	SOCS	101A	ADVISNG SEMN	1.0	8	0.53	.08	F	DAY-ON-CAMPUS	0100P	HARDIN	V
	SOCS	201A	LEADERSHIP	1.0	26	1.73	.26	ARR	DAY-ON-CAMPUS	ARR	TODD	V
	SOCS	297A	WORKSHOP/CON	2.0	14	1.87	.14	TR	DAY-ON-CAMPUS	1000A	HARDIN	V
CENTRALIA					104	7.86	.72					
LOWER COLUMBIA	INDV	111	LEADERSHIP TRAINING	1.0	4	0.27	.04	M	DAY-ON-CAMPUS	0200P	EASTMAN C	V
	INDV	111	LEADERSHIP TRAINING	1.0			.04	M	DAY-ON-CAMPUS	0200P	NICKELL H	PT
	INDV	112	MOD PARLIAMENTARY PROCED	1.0	3	0.20	.07	ARR	DAY-ON-CAMPUS	ARR	NICKELL H	FT
LOWER COLUMBIA					7	0.47	.15					
CLARK	SOSC	110	ENERGY PROBLEM	3.0	37	7.40	.14	R	EVENING-ON-CAMPUS	0700P	ROBERTS N	FT
	SOSC	166	FOCUS ON MATURE LEARNING	.8	16	0.85	.06	ARR	DAY-ON-CAMPUS	ARR	PLOTTS L	PT
	SOSC	166	FOCUS ON MATURE LEARNING	1.1	24	1.76	.24	ARR	DAY-OFF-CAMPUS	ARR	SCANLON B	V
	SOSC	166	FOCUS ON MATURE LEARNING	.7	6	0.28	.05	ARR	DAY-OFF-CAMPUS	ARR	LEGGETT J	PT
	SOSC	166	FOCUS ON MATURE LEARNING	.8	5	0.27	.06	ARR	DAY-OFF-CAMPUS	ARR	BACHARACH G	PT
	SOSC	166	FOCUS ON MATURE LEARNING	.5	34	1.13	.05	ARR	DAY-ON-CAMPUS	ARR	MOORE P	FT
	SOSC	166	FOCUS ON MATURE LEARNING	.8	31	1.65	.06	ARR	DAY-ON-CAMPUS	ARR	HENNUM S	PT
	SOSC	166	FOCUS ON MATURE LEARNING	.8	12	0.64	.06	ARR	DAY-OFF-CAMPUS	ARR	MCGRATH M	PT
	SOSC	166	FOCUS ON MATURE LEARNING	.5	9	0.30	.09	ARR	DAY-OFF-CAMPUS	ARR	KNUTH J	V

SOC.SCIENCE

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
CLARK	SOSC	166	FOCUS ON MATURE LEARNING	.1	6	0.04	.01	ARR	DAY-OFF-CAMPUS	ARR	HANKINSON C	PT
	SOSC	166	FOCUS ON MATURE LEARNING	.7	11	0.51	.11	ARR	DAY-ON-CAMPUS	ARR	STRONG B	V
	SOSC	166	FOCUS ON MATURE LEARNING	.4	6	0.16	.06	ARR	DAY-ON-CAMPUS	ARR	FREEMAN H	V
	SOSC	166	FOCUS ON MATURE LEARNING	.3	104	2.08	1.04	ARR	DAY-OFF-CAMPUS	ARR	ALKEMA H	V
	SOSC	166	FOCUS ON MATURE LEARNING	.8	27	1.44	.06	ARR	DAY-ON-CAMPUS	ARR	ROZEN S	PT
	SOSC	166	FOCUS ON MATURE LEARNING	.5	7	0.23	.03	ARR	DAY-ON-CAMPUS	ARR	ROBERTS N	FT
	SOSC	166	FOCUS ON MATURE LEARNING	.5	13	0.43	.06	ARR	DAY-ON-CAMPUS	ARR	SMITH R	FT
	SOSC	166	FOCUS ON MATURE LEARNING	.8	12	0.64	.12	ARR	DAY-ON-CAMPUS	ARR	TOWERS J	V
	SOSC	166	FOCUS ON MATURE LEARNING	.7	11	0.51	.05	ARR	DAY-ON-CAMPUS	ARR	NELSON M	PT
	SOSC	166	FOCUS ON MATURE LEARNING	.1	14	0.09	.14	ARR	DAY-ON-CAMPUS	ARR	TOWERS J	V
	SOSC	166	FOCUS ON MATURE LEARNING	.4	38	1.01	.03	ARR	DAY-ON-CAMPUS	ARR	BLACKBURN D	ML
	SOSC	166	FOCUS ON MATURE LEARNING	.2	23	0.31	.23	ARR	DAY-ON-CAMPUS	ARR	TOWERS J	V
	SOSC	166	FOCUS ON MATURE LEARNING	.1			.01	ARR	DAY-OFF-CAMPUS	ARR	JOSEPHSON S	PT
	SOSC	166	FOCUS ON MATURE LEARNING	.2			.01	ARR	DAY-OFF-CAMPUS	ARR	BUTLER D	PT
CLARK					446	21.75	2.77					
WENATCHEE VAL	PSYCH	109	LDSP/ADMIN	1.0	5	0.33	.05	ARR	DAY-ON-CAMPUS	ARR	SCHOENING D	V
	SOCS	191	OUR CHILDREN	1.0	55	3.67	.04	RF	DAY-ON-CAMPUS	1000A	STOWELL P	FT
WENATCHEE VAL					60	4.00	.09					
YAKIMA VALLEY	IDS	171	STUD LEADER SEM-II	2.0	2	0.27	.02	T R	DAY-ON-CAMPUS	1200P	WEEDIN C	V
	IDS	271	STUD GOVERN-II	5.0	1	0.33	.01	T R	DAY-ON-CAMPUS	1200P	WEEDIN C	V
	SS	163	UNDERSTAND LEARN STYLES	1.0	4	0.27	.04	MTWR	DAY-ON-CAMPUS	0200P	MUNSON W	V
	SS	198	DEATH & DYING	2.0	16	2.13	.16	R	EVENING-ON-CAMPUS	0700P	MUNSON W	V
YAKIMA VALLEY					23	3.00	.23					
SPOKANE	GOVT	091M	STUDENT SEN	1.0	4	0.27	.04	W	DAY-ON-CAMPUS	0230P	VERVAEKE B	V
	GOVT	095M	ACTIV BOARD	1.0	4	0.27	.04	T	DAY-ON-CAMPUS	0230P	PACKER L	V
	MGT	046B	LEADER TRNG	.7	18	0.84	.00	WR	DAY-OFF-CAMPUS	0900A	CARMICHAEL G	PT
SPOKANE					26	1.37	.08					
SPOKANE FALLS	GOVT	091F	STUDENT SEN	1.0	15	1.00	.15	R	DAY-ON-CAMPUS	0130P	FANNING J	V
	GOVT	095F	ACTIV BOARD	1.0	10	0.67	.10	T	DAY-ON-CAMPUS	0130P	FANNING J	V
SPOKANE FALLS					25	1.67	.25					
COLUMBIA BASIN	ED	1000	LEADERSHIP	1.0	36	2.40	.07	ARR	DAY-ON-CAMPUS	ARR	DUNN, R	V
	SPE	2540	PARL PROC WKSHP	1.0	32	2.13	.08	R	DAY-ON-CAMPUS	1100A	BOGENBERGER	FT
COLUMBIA BASIN					68	4.53	.15					

ERIC

SOC.SCIENCE

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
WALLA WALLA	PSCI	125	LEADERSHIP ASB	2.0			.00	ARR	DAY-ON-CAMPUS	ARR	WEBSTER,J.	FT
	SOC	103	INTRO TO LEADERSHIP	5.0	15	5.00	1.00	DAILY	DAY-OFF-CAMPUS	0800A	GWALAMUBISI	FT
	SOC	103	INTRO TO LEADERSHIP	5.0	24	8.00	.29	DAILY	DAY-OFF-CAMPUS	0900A	GWALAMUBISI	ML
WALLA WALLA					39	13.00	1.29					
TACOMA	HR	299	HUMAN REL (IND STUDY)	3.9	15	3.90	.15	ARR	DAY-ON-CAMPUS		PATTERSON D	V
	SOSC	195	TECHNOLOGY AND CHANGE	3.0	13	2.60	.13	ARR	DAY-ON-CAMPUS		MAGDEN R	V
TACOMA	1				28	6.50	.28					
					1,330	165.91	13.09					

SOCIOLOGY

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
PENINSULA	SOC	110	INTRODUCTION	5.0	24	8.00	.34	DAILY	DAY-ON-CAMPUS	1100A	MORDEN	PT
	SOC	295	SPEC PROJECT	1.0			.00	ARR	DAY-ON-CAMPUS		MORDEN	V
	SOC	295	SPEC PROJECT	2.0	1	0.13	.01	ARR	DAY-ON-CAMPUS		MORDEN	V
	SOC	295	SPEC PROJECT	3.0			.00	ARR	DAY-ON-CAMPUS		MORDEN	V
PENINSULA					25	8.13	.35					
GRAYS HARBOR	SOC	031	ALCOHOL PROBLEMS	1.0	46	3.07	.46	T	EVENING-ON-CAMPUS	0700P	STAFF	V
	SOC	110	INTRO SOCIOLOGY	5.0	26	8.67	.33	DAILY	DAY-ON-CAMPUS	0900A	BROWN	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	4	1.33	.33	DAILY	DAY-ON-CAMPUS	1200P	BROWN	FT
	SOC	270	SOCIAL PROBLEMS	5.0	19	6.33	.33	DAILY	DAY-ON-CAMPUS	0900A	FRAZER	FT
	VOCED	195	TECHNOLOGY & CHANGE	5.0	4	1.33	.02	R	EVENING-ON-CAMPUS	0730P	LARSON D	ML
GRAYS HARBOR					99	20.73	1.47					
OLYMPIC	SOCIO	101	INTRO SOCIOLGY	5.0	43	14.33	.24	DAILY	DAY-ON-CAMPUS	1000A	SQUIRE D	FT
	SOCIO	101	INTRO SOCIOLGY	5.0	23	7.67	.23	DAILY	DAY-ON-CAMPUS	0100P	SQUIRE D	FT
	SOCIO	101	INTRO SOCIOLGY	5.0	30	10.00	.23	MW	EVENING-ON-CAMPUS	0445P	SQUIRE D	FT
	SOCIO	102	SOCIAL PROBLEM	5.0	12	4.00	.23	DAILY	DAY-ON-CAMPUS	1200P	SQUIRE D	FT
	SOCIO	102	SOCIAL PROBLEM	5.0	20	6.67	.33	TR	EVENING-ON-CAMPUS	0710P	SLEIGHT A	FT
	SOCIO	140	COOP WRK EXP	4.5	2	0.60	.07	ARR	DAY-ON-CAMPUS	ARR	SQUIRE D	FT
OLYMPIC					130	43.27	1.33					
SKAGIT VALLEY	SOC	110	INTRO TO SOCIOLOGY	5.0	17	5.67	.34	DAILY	DAY-ON-CAMPUS	0800A	MORRELL M	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	12	4.00	.19	T	EVENING-ON-CAMPUS	0700P	MORRELL M	ML
	SOC	110	INTRO TO SOCIOLOGY	5.0	15	5.00	.33	TR	DAY-OFF-CAMPUS	0300P	MORRELL M	FT
	SOC	150	FACTS & MYTHS ALCOHOL	1.0	17	1.13	.06	W	EVENING-ON-CAMPUS	0700P	ERICKSON A	PT
SKAGIT VALLEY					61	15.80	.92					
EVERETT	SOC	110	SURVEY OF SOCIOLOGY	5.0	23	7.67	.33	DAILY	DAY-ON-CAMPUS	0800A	KARBER DAVE	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	40	13.33	.34	DAILY	DAY-ON-CAMPUS	0900A	KARBER DAVE	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	35	11.67	.34	DAILY	DAY-ON-CAMPUS	1100A	CONNALLY ORA	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	26	8.67	.33	DAILY	DAY-ON-CAMPUS	1200P	CONNALLY ORA	FT
	SOC	160	SEX ROLES	5.0	7	2.33	.33	DAILY	DAY-ON-CAMPUS	0900A	CONNALLY ORA	FT
	SOC	199	SPECIAL PROJECTS	3.0	1	0.20	.01	ARR	DAY-ON-CAMPUS		CONNALLY	V
	SOC S	100	SOCIAL ISSUES VIA CINEMA	3.0	86	17.20	.20	T	DAY-ON-CAMPUS	0200P	EISWERTH JAC	FT
	SOC S	100	SOCIAL ISSUES VIA CINEMA	3.0	121	24.20	.20	T	EVENING-ON-CAMPUS	0700P	EISWERTH JAC	FT
	SOC S	101	GROUP LEADERSHIP SKILLS	2.0	6	0.80	.13	T	DAY-ON-CAMPUS	0100P	EISWERTH JAC	FT
	SOC S	101	GROUP LEADERSHIP SKILLS	2.0	9	1.20	.13	T	EVENING-ON-CAMPUS	0600P	EISWERTH JAC	FT
EVERETT					354	87.26	2.34					
EDMONDS	SOCIO	110	SURVEY OF SOCIOLOGY	5.0	51	17.00	.34	DAILY	DAY-ON-CAMPUS	1000A	MARTIN A	FT

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SOCIOLOGY

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
EDMONDS	SOCIO	110	SURVEY OF SOCIOLOGY	5.0	29	9.67	.33	T R	EVENING-ON-CAMPUS	0545P	MARTIN A	FT
	SOCIO	214	THE FAMILY	5.0	21	7.00	.33	DAILY	DAY-ON-CAMPUS	1100A	MARTIN A	FT
	SOCSC	110	TECHNOLOGY & CHANGE	3.0	7	1.40	.20	ARR	DAY-ON-CAMPUS		MARTIN A	ML
	WOMEN	108	CONTEMPORARY WOMAN	2.0	15	2.00	.14	T	DAY-ON-CAMPUS	0900A	ANDREWS N	PT
	WOMEN	120	LECTURE/DISCUSS SERIES	1.0	20	1.33	.08	R	DAY-ON-CAMPUS	1200P	MCCORMICK R	FT
	WOMEN	120	LECTURE/DISCUSS SERIES	1.0	11	0.73	.08	R	DAY-ON-CAMPUS	1200P	MCCORMICK R	FT
EDMONDS					154	39.13	1.50					
SEATTLE CENT	SOC	104	SURV/SOC DYN PERSON'L MG	3.0	13	2.60	.19	R	EVENING-ON-CAMPUS	0530P	STOWERS	PT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	31	10.33	.33	DAILY	DAY-ON-CAMPUS	0800A	IMANAKA	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	32	10.67	.35	MTWRF	DAY-ON-CAMPUS	0900A	IMANAKA	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	21	7.00	.32	DAILY	DAY-ON-CAMPUS	1100A	IMANAKA	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	35	11.67	.25	S	DAY-ON-CAMPUS	0800A	BRADEN	PT
	SOC	240	HUMAN SEXUALITY	5.0	29	9.67	.32	MTWRF	DAY-ON-CAMPUS	1100A	FINLEY	PT
	SSC	110	INTRO TO URBAN PLANNING	5.0	20	6.67	.32	MTWRF	DAY-ON-CAMPUS	1200P	JONES,CHUCK	FT
	SSC	130	DEATH & DYING	3.0	30	6.00	.19	M W F	DAY-ON-CAMPUS	1000A	BAUGHER	PT
	SSC	130	DEATH AND DYING	3.0	20	4.00	.19	T	EVENING-ON-CAMPUS	0530P	BAUGHER B	PT
SEATTLE CENT					231	68.60	2.46					
SEATTLE NORTH	HIS	150	HIST. OF AMER. MINORITIE	5.0	12	4.00	.38	MTWRF	DAY-ON-CAMPUS	0900A	MENIG	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	23	7.67	.33	MTWRF	DAY-ON-CAMPUS	0800A	SILVERSTEIN	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	34	11.33	.33	MTWRF	DAY-ON-CAMPUS	1000A	SILVERSTEIN	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	14	4.67	.35	TWR	EVENING-ON-CAMPUS	0530P	SAMDAHL	PT
SEATTLE NORTH					83	27.67	1.39					
SEATTLE SOUTH	SOC	110	SURVEY OF SOCIOLOGY	5.0	14	4.67	.37	MTWRF	DAY-ON-CAMPUS	1100A	KEIM	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	10	3.33	.32	TR	EVENING-ON-CAMPUS	0730P	KILGREN,O	PT
	SSC	109	W.AMER.SOC/POTTERY	1.0	8	0.53	.04	TR	DAY-ON-CAMPUS	0130P	DALE,JAN	PT
	SSC	109	W.AMER.SOC/PIANO	1.0	6	0.40	.06	TR	DAY-ON-CAMPUS	0130P	KUHN	ML
	SSC	109	W.AMER.SOC/WRITING	1.0	7	0.47	.06	TR	DAY-ON-CAMPUS	0130P	SCARBOUROUGH	PT
	SSC	109	W.AMER.SOC/DRAWING	1.0	7	0.47	.06	TR	DAY-ON-CAMPUS	0900A	MRAZ	FT
	SSC	109	W.AMER.SOC/INTERPER.COMM	1.0	27	1.80	.07	TR	DAY-ON-CAMPUS	0900A	CONSULTANT	V
	SSC	109	W.AMER.SOC/CAREER MOM	1.0	17	1.13	.07	S	DAY-ON-CAMPUS	0900A	CONSULTANT	V
	SSC	109	W.AMER.SOC/SELF-ESTEEM	1.0	36	2.40	.06	S	DAY-ON-CAMPUS	0900A	JOHNSON,E	PT
	SSC	109	COMMUNICATION SEMINAR	1.0	8	0.53	.08	R	DAY-ON-CAMPUS	0800A	CONSULTANT	V
	SSC	119	LECTURE SERIES	1.0	5	0.33	.05	W	DAY-ON-CAMPUS	1230P	CONSULTAHT	V
SEATTLE SOUTH					145	16.06	1.24					
SHORELINE	ETHST	200	INTRO TO ETHNIC STUDIES	5.0	28	9.33	.33	DAILY	DAY-ON-CAMPUS	0930A	TAHA, K	FT
	ETHST	201	ETHNIC URBAN PATTERNS	5.0	18	6.00	.33	DAILY	DAY-ON-CAMPUS	0830A	TROTMAN, D	PT
	ETHST	280	ALTERNATIVES FOR WOMEN	5.0	26	8.67	.33	DAILY	DAY-ON-CAMPUS	1030A	HALSAN, J	PT

SOCIOLOGY

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SHORELINE	ETHST	280	WOMEN-CAREER LIFE EXPLOR	5.0	20	6.67	.33	DAILY	DAY-ON-CAMPUS	0830A	HALSAN, J	PT
	ETHST	282	WOMEN-INSTEAD OF ABUSE	5.0	26	8.67	.33	DAILY	DAY-ON-CAMPUS	1130A	HALSAN, J	PT
	SOC	110	INTRO TO SOCIOLOGY	5.0	47	15.67	.33	DAILY	DAY-ON-CAMPUS	0730A	ROTH, R	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	38	12.67	.34	DAILY	DAY-ON-CAMPUS	0830A	DURUZ, J	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	40	13.33	.33	DAILY	DAY-ON-CAMPUS	0930A	KEITH, L	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	68	22.67	.50	DAILY	DAY-ON-CAMPUS	1230P	CLARKE, L	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	29	9.67	.50	DAILY	DAY-ON-CAMPUS	0130P	CLARKE, L	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	35	11.67	.33	M W	EVENING-ON-CAMPUS	0710P	KEITH, L	ML
	SOC	110	INTRO TO SOCIOLOGY	5.0	24	8.00	.33	T R	DAY-ON-CAMPUS	0710P	DURUZ, J	FT
	SOC	240	INTRO TO SOCIAL PSYCH	5.0	25	8.33	.33	DAILY	DAY-ON-CAMPUS	1030A	DURUZ, J	FT
	SOC	270	SOCIAL PROBLEMS	5.0	19	6.33	.33	DAILY	DAY-ON-CAMPUS	1130A	KEITH, L	FT
	SOC	297	SPECIAL PROJECT	1.0	2	0.13	.02	ARR	DAY-ON-CAMPUS		CLARKE, L	V
	SOC	298	SPECIAL PROJECT	2.0	2	0.27	.02	ARR	DAY-ON-CAMPUS		CLARKE, L	V
	SOC	299	SPECIAL PROJECT	3.0	3	0.60	.03	ARR	DAY-ON-CAMPUS		CLARKE, L	V
	SOC	299	SPECIAL PROJECT	3.0	1	0.20	.01	ARR	DAY-ON-CAMPUS		ROTH, R	V
SHORELINE					451	148.86	5.05					
BELLEVUE	SOC	110	INTRO TO SOCIOLOGY	5.0	39	13.00	.34	DAILY	DAY-ON-CAMPUS	0730A	MELVOIN P	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	42	14.00	.33	DAILY	DAY-ON-CAMPUS	0830A	MELVOIN P	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	48	16.00	.26	DAILY	DAY-ON-CAMPUS	1130A	ANDERSON B	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	49	16.33	.26	DAILY	DAY-ON-CAMPUS	1230P	ANDERSON B	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	23	7.67	.33	MTR	DAY-ON-CAMPUS	0700P	DURBIN N	PT
	SOC	240	SOCIAL PSYCHOLOGY	5.0	30	10.00	.26	DAILY	DAY-ON-CAMPUS	0930A	ANDERSON B	FT
	SOC	270	SOC DIS & DEV BEHAV	5.0	16	5.33	.33	DAILY	DAY-ON-CAMPUS	1030A	MELVOIN P	FT
	SOC	291	SPEC TOPICS IN SOC	4.3	4	1.15	.22	ARR	DAY-ON-CAMPUS		ANDERSON B	FT
BELLEVUE					251	83.48	2.33					
HIGHLINE	BEHAV	150	EXPANDING HORIZONS	5.0	27	9.00	.39	MWR	DAY-ON-CAMPUS	1200P	GRIBBLE K	FT
	SOC	110	SURVEY OF SOCIETY	5.0	34	11.33	.33	DAILY	DAY-ON-CAMPUS	0900A	UTIGARD C	FT
	SOC	110	SURVEY OF SOCIETY	5.0	36	12.00	.34	DAILY	DAY-ON-CAMPUS	1000A	DODD W	FT
	SOC	110	SURVEY OF SOCIETY	5.0	34	11.33	.33	DAILY	DAY-ON-CAMPUS	1100A	DODD W	FT
	SOC	110	SURVEY OF SOCIETY	5.0	33	11.00	.33	DAILY	DAY-ON-CAMPUS	0100P	DODD W	FT
	SOC	110	SURVEY OF SOCIETY	5.0	36	12.00	.34	TR	EVENING-ON-CAMPUS	0700P	DODD W	ML
	SOC	120	MARRIAGE & ALTERNATIVES	5.0	14	4.67	.33	DAILY	DAY-ON-CAMPUS	0800A	UTIGARD C	FT
	SOC	120	MARRIAGE & ALTERNATIVES	5.0	12	4.00	.34	MW	EVENING-ON-CAMPUS	0700P	UTIGARD C	ML
	SOC	293	INDEPENDENT STUDY	3.0	1	0.20	.01	ARR	DAY-ON-CAMPUS	ARR	DODD W	V
HIGHLINE					227	75.53	2.74					
GREEN RIVER	S SCI	199	GENEOLOGY	1.0	7	0.47	.00	M	DAY-ON-CAMPUS	0200P	ADAMS N	FT
	S SCI	199	GENEOLOGY	1.0	18	1.20	.00	M	EVENING-ON-CAMPUS	0600P	ADAMS N	FT
	S SCI	199	VIETNAM	1.0	4	0.27	.00	W	DAY-ON-CAMPUS	0200P	ADAMS N	FT
	S SCI	199	VIETNAM	1.0	14	0.93	.00	W	EVENING-ON-CAMPUS	0600P	ADAMS N	FT

SOCIOLOGY

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT. FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
GREEN RIVER	S SCI	199	TECHNOLOGY AND CHANGE	5.0	18	6.00	.24	ARR	DAY-OFF-CAMPUS	ARR	HANSCOM J	FT
	S SCI	199	70'S AND BEYOND	1.0	1	0.07	.05	T	DAY-ON-CAMPUS	0100P	HANSCOM J	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	37	12.33	.00	DAILY	DAY-ON-CAMPUS	0800A	GUINN S	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	37	12.33	.00	DAILY	DAY-ON-CAMPUS	0900A	NORDQUIST L	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	35	11.67	.00	DAILY	DAY-ON-CAMPUS	1100A	GUINN S	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	32	10.67	.00	DAILY	DAY-ON-CAMPUS	0100P	NORDQUIST L	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	35	11.67	.00	MW	EVENING-ON-CAMPUS	0700P	GUINN S	ML
	SOC	140	CRIME & JUSTICE	5.0	23	7.67	.00	DAILY	DAY-ON-CAMPUS	1100A	NORDQUIST L	FT
	SOC	201	SOCIAL PROBLEMS	5.0	34	11.33	.00	DAILY	DAY-ON-CAMPUS	1000A	GUINN S	FT
GREEN RIVER					295	86.59	.29					
FT STEILACOOM	HIST	190	RACISCM HIST	2.0			.00		DAY-OFF-CAMPUS		COBB	ML
	INTS	181	SEX EDUCATN	1.0	3	0.20	.02		DAY-OFF-CAMPUS		COBB	ML
	INTS	186	ALT/NUCLAR	1.0	3	0.20	.02		DAY-OFF-CAMPUS		COBB	ML
	INTS	189	WHITE MAJRTY	2.0			.00		DAY-OFF-CAMPUS		COBB	ML
	SOC	110	SURVEY SOC	5.0	34	11.33	.34	DAILY	DAY-ON-CAMPUS	0700A	WINDISCH	PT
	SOC	110	SURVEY SOC	5.0	59	19.67	.34	DAILY	DAY-ON-CAMPUS	0900A	MORTON	FT
	SOC	110	SURVEY SOC	5.0	41	13.67	.33	DAILY	DAY-ON-CAMPUS	0100P	LONG	FT
	SOC	110	SURVEY SOC	5.0	21	7.00	.34	MW	EVENING-ON-CAMPUS	0530P	MORTON	ML
	SOC	110	SURVEY SOC	5.0	15	5.00	.34	S	DAY-ON-CAMPUS	0800A	CRUDGE	PT
	SOC	110	SURV OF SOC	5.0	14	4.67	.34	MW	EVENING-OFF-CAMPUS	0735P	SCHNEIDER C	PT
	SOC	110	SURV OF SOC	5.0	13	4.33	.34	MTWR	EVENING-OFF-CAMPUS	1700P	SWEET E	PT
	SOC	110	SURVEY SOC	5.0	16	5.33	.34	MTWR	EVENING-OFF-CAMPUS	1700P	SWEET E	PT
	SOC	110	SURV OF SOC	5.0	19	6.33	.23	MTWR	EVENING-OFF-CAMPUS	1700P	SWEET	PT
	SOC	165	CROSS CULTUR	5.0	37	12.33	.31	MTWR	EVENING-ON-CAMPUS	0430P	LONG	ML
	SOC	166	CROSS CULTUR	5.0	3	1.00	.03	MTWR	EVENING-ON-CAMPUS	0430P	LONG	ML
	SOC	167	CROSS CULTUR	5.0			.00	MTWR	EVENING-ON-CAMPUS	0430P	LONG	ML
	SOC	212	SOC OF DEATH	5.0	15	5.00	.34	S	DAY-OFF-CAMPUS	1230P	BAUGHER	PT
	SOC	215	DRUGS/SOCITY	5.0	20	6.67	.14	DAILY	DAY-ON-CAMPUS	1200P	JOHNSON T	FT
	SOC	218	JUVENILE DEL	5.0	32	10.67	.34	DAILY	DAY-ON-CAMPUS	1000A	JOHNSON M	FT
	SOC	227	SOC OF TECH	3.0	2	0.40	.04	W	EVENING-OFF-CAMPUS	0530P	BALL R	PT
	SOC	228	SOC OF TECH	5.0	8	2.67	.17	W	EVENING-OFF-CAMPUS	0530P	BALL R	PT
	SOC	290C	IND STUDY	3.0	2	0.40	.02	ARR	DAY-OFF-CAMPUS		LONG	V
FT STEILACOOM					357	116.86	4.37					
CENTRALIA	HDEV	150A	COPING W DIV	2.0	20	2.67	.13	W	EVENING-OFF-CAMPUS	0700P	COOMBS	PT
	SOCI	101A	INTRODUCTION	5.0	33	11.00	.34	DAILY	DAY-ON-CAMPUS	0800A	NEWSOME	FT
	SOCI	101A	INTRODUCTION	5.0	49	16.33	.33	DAILY	DAY-ON-CAMPUS	1200A	NEWSOME	FT
	SOCI	101A	INTRODUCTION	5.0	16	5.33	.33	TR	EVENING-OFF-CAMPUS	0730P	TOLMAN J	PT
	SOCI	121A	SOC ON AGING	3.0	7	1.40	.20	R	EVENING-OFF-CAMPUS	0700P	THOMPSON L	PT
	SOCI	125A	MARRIAGE/FAM	5.0	30	10.00	.33	DAILY	DAY-ON-CAMPUS	1100A	NEWSOME	FT
	SOCI	125A	MARRIAGE/FAM	5.0	14	4.67	.33	MW	EVENING-ON-CAMPUS	0500P	UTTER R	PT
	SOCI	134A	CRISIS INTVN	2.0	13	1.73	.13	T	EVENING-ON-CAMPUS	0700P	BRITTEN	PT

SOCIOLOGY

COLLEGE NAME	DIV. DEPART	COUR NUM	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
CENTRALIA	SOCI	193A	FIELD EXP	3.0	2	0.40	.02	ARR	DAY-ON-CAMPUS	ARR	WOODLAND	FT
	SOCI	195A	FIELD EXP	5.0	1	0.33	.01	ARR	DAY-ON-CAMPUS	ARR	WOODLAND	FT
CENTRALIA					185	53.86	2.15					
GARRETT HEYNS	SOCS	090A	HUMAN RELATN.	2.0	34	4.53	.13	W	DAY-OFF-CAMPUS	0630P	BIALOCK	CO
	SOCS	091A	A/O INFORM	2.0	35	4.67	.13	M	DAY-OFF-CAMPUS	0630P	BIALOCK	CO
	SOCS	099A	PRERELEASE	1.0	24	1.60	.07	M	DAY-OFF-CAMPUS	0630P	MOORE	CO
GARRETT HEYNS					93	10.80	.33					
LOWER COLUMBIA	SOCY	101	INTRO SOCIOLOGY	5.0	35	11.67	.29	DAILY	DAY-ON-CAMPUS	1000A	SIMONS H	FT
	SOCY	101	INTRO SOCIOLOGY	5.0	25	8.33	.29	DAILY	DAY-ON-CAMPUS	1200P	SIMONS H	FT
	SOCY	101	INTRO SOCIOLOGY	5.0	21	7.00	.29	DAILY	DAY-ON-CAMPUS	0100P	SHAW D	FT
	SOCY	101	INTRO SOCIOLOGY	5.0	11	3.67	.29	TR	EVENING-ON-CAMPUS	0700P	SHAW D	FT
	SOCY	240	COMMUNITY RESOURCES	5.0	14	4.67	.33	DAILY	DAY-ON-CAMPUS	1100A	LEMIEUX J	FT
	SOCY	288	COOP WORK EX	4.7	3	0.94	.00	ARR	DAY-ON-CAMPUS	ARR	MASDEN D	FT
	SOCY	289	COOP WORK EX	1.0	3	0.20	.00	R	DAY-ON-CAMPUS	1200P	MASDEN D	FT
	SOCY	289	COOP WORK EXP	1.0			.00	R	EVENING-ON-CAMPUS	0700P	MASDEN D	FT
	SOCY	299	INDEPENDENT STUDY	2.0	2	0.27	.12	ARR	DAY-ON-CAMPUS	ARR	SHAW D	FT
	WMST	070	SELF START	3.0	9	1.80	.20	TR	DAY-ON-CAMPUS	1000A	STEPHENSON E	PT
	WMST	070	SELF START	3.0	16	3.20	.20	TR	DAY-ON-CAMPUS	1000A	HALUAPO B	PT
	WMST	080	ASSERTIVE TRAINING	2.0	18	2.40	.13	R	DAY-ON-CAMPUS	0200P	BARNHART P	PT
	WMST	080	ASSERTIVE TRAINING	1.0	25	1.67	.25	R	DAY-OFF-CAMPUS	0900A	SEPPANEN L	V
	WMST	080	ASSERTIVE TRAINING	2.0	17	2.27	.13	R	DAY-ON-CAMPUS	0730P	BARNHART P	PT
	WMST	080	ASSERTIVE TRAINING	1.0			.04	R	DAY-OFF-CAMPUS	0900A	BARNHART P	PT
	WMST	090	INDEPENDENT LIVING	1.0	9	0.60	.07	W	EVENING-ON-CAMPUS	0700P	SCHAAF J	PT
	WMST	110	WOMEN IN CONTEMP SOCIETY	3.0	5	1.00	.37	MWF	DAY-ON-CAMPUS	0900A	GRAY N	FT
	WMST	250	MOVING UP IN YOUR CAREER	1.0			.00	ARR	DAY-ON-CAMPUS	ARR	GRAY N	FT
	WMST	250	JOB SURVIVAL FOR WOMEN	1.0	4	0.27	.13	MW	EVENING-ON-CAMPUS	0530P	GRAY N	FT
LOWER COLUMBIA					217	49.94	3.13					
CLARK	HDEV	117	BACK TO SCHOOL	2.0	18	2.40	.18	TR	DAY-ON-CAMPUS	0100P	WATNE P	V
	SOC	101	GEN SOCIOLOGY	5.0	33	11.00	.33	DAILY	DAY-ON-CAMPUS	0800A	ALLRED G	FT
	SOC	101	GEN SOCIOLOGY	5.0	41	13.67	.33	DAILY	DAY-ON-CAMPUS	1000A	ALLRED G	FT
	SOC	101	GEN SOCIOLOGY	5.0	56	18.67	.42	DAILY	DAY-ON-CAMPUS	1100A	KANO P	FT
	SOC	101	GEN SOCIOLOGY	5.0	19	6.33	.43	DAILY	DAY-ON-CAMPUS	0200P	KANO P	FT
	SOC	101	GEN SOCIOLOGY	5.0	37	12.33	.35	MW	EVENING-ON-CAMPUS	0700P	BROOKS J	PT
	SOC	102	SOCIAL PROBLEMS	3.0	11	2.20	.21	MWF	DAY-ON-CAMPUS	0100P	KANO P	ML
	WS	101	INTRO WOMEN ST	3.0	17	3.40	.25	MWF	DAY-ON-CAMPUS	1100A	KLINE R	FT
	WS	150	WOMEN AWARE	3.0	18	3.60	.21	M	DAY-OFF-CAMPUS	0700P	DUDREY S	PT
CLARK					250	73.60	2.71					

SOCIOLOGY

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
WENATCHEE VAL	SOC	102	SOCIAL PRBMS	5.0	36	12.00	.25	DAILY	DAY-ON-CAMPUS	0900A	AYLMER J	FT
	SOC	105	PRINC/SOC	5.0	26	8.67	.19	DAILY	DAY-ON-CAMPUS	1000A	STOWELL P	FT
	SOC	105	PRINC/SOC	5.0	29	9.67	.19	TR	EVENING-ON-CAMPUS	0700P	STOWELL P	FT
	SOC	182	INTRO/HUM RL	5.0	1	0.33	.19	DAILY	DAY-ON-CAMPUS	0200P	STOWELL P	FT
	SOC	184	GROUP DYNAM	2.0	9	1.20	.12	TF	DAY-OFF-CAMPUS	0100P	COOPER M	PT
	SOC	190	CITIZEN PLANNER	3.0	11	2.20	.19	R	EVENING-ON-CAMPUS	0700P	CECKA M	PT
	SOCS	185	TECH/CHANGE CONNECTIONS	5.0	5	1.67	.25	DAILY	DAY-ON-CAMPUS	0800A	AYLMER J	FT
WENATCHEE VAL					117	35.73	1.38					
YAKIMA VALLEY	ETHS	101	AMERICAN MINORITIES	5.0	23	7.67	.31	DAILY	DAY-ON-CAMPUS	1100A	ROOT P	FT
	ETHS	105	ETHNIC WOMEN	3.0	12	2.40	.18	M W F	DAY-ON-CAMPUS	1000A	ROOT P	FT
	SOC	101	INTRO SOCIOLOGY	5.0	34	11.33	.25	DAILY	DAY-ON-CAMPUS	0800A	TURNER F	FT
	SOC	101	INTRO SOCIOLOGY	5.0	36	12.00	.41	DAILY	DAY-ON-CAMPUS	0900A	BURNS T	FT
	SOC	101	INTRO SOCIOLOGY	5.0	33	11.00	.50	DAILY	DAY-ON-CAMPUS	1000A	CULBERTSON N	FT
	SOC	101	INTRO SOCIOLOGY	5.0	33	11.00	.42	DAILY	DAY-ON-CAMPUS	1100A	BURNS T	FT
	SOC	101	INTRO SOCIOLOGY	5.0	15	5.00	.25	DAILY	DAY-ON-CAMPUS	0100P	TURNER F	FT
	SOC	101	INTRO SOCIOLOGY	5.0	14	4.67	.25	T R	EVENING-ON-CAMPUS	0630P	TURNER F	FT
	SOC	102	CONTEM SOCIAL PROBLE	2.0	12	1.60	.17	DAILY	DAY-ON-CAMPUS	0100P	BURNS T	FT
	SOC	102	CONTEM SOCIAL PROBLE	2.0	8	1.07	.14	S	DAY-ON-CAMPUS	0900A	BURNS T	ML
	SOC	102	CONTEM SOCIAL PROBLE	1.0	8	0.53	.04	S	DAY-ON-CAMPUS	0900A	CULBERTSON N	ML
	SOC	102	CONTEM SOCIAL PROBLE	2.0	8	1.07	.07	S	DAY-ON-CAMPUS	0900A	TURNER F	ML
	SOC	299	PRACTICAL SOC WORK PROB	2.0	1	0.13	.01	T R	DAY-ON-CAMPUS	0430P	TURNER F	V
YAKIMA VALLEY					237	69.46	3.00					
SPOKANE	GENST	101M	GROW DEVELOP	2.0	42	5.60	.42	TR	DAY-ON-CAMPUS	1030A	MICHAELSEN S	V
	GENST	130M	WOMEN SEMINR	1.0	45	3.00	.45	R	DAY-ON-CAMPUS	1130A	PACKER L	V
	SOC	101M	INTRO SOC	5.0	56	18.67	.33	DAILY	DAY-ON-CAMPUS	0930A	BIRCHARD J	FT
	SOC	101M	INTRO SOC	5.0	24	8.00	.36	DAILY	DAY-ON-CAMPUS	1230P	KINNUNE R	PT
	SOC	101M	INTRO SOC	5.0	44	14.67	.33	DAILY	DAY-ON-CAMPUS	0130P	ROTH GO	FT
	SOC	101N	INTRO SOC	5.0	46	15.33	.36	MW	EVENING-ON-CAMPUS	0800P	ROTH GO	ML
	SOC	211M	MARRIAGE FAM	5.0	16	5.33	.33	DAILY	DAY-ON-CAMPUS	1230P	BIRCHARD J	FT
	SOC	240M	SOC PROBLEMS	5.0	36	12.00	.33	DAILY	DAY-ON-CAMPUS	0930A	ROTH GO	FT
	SOC	253M	TECH-CHANGE	5.0	6	2.00	.06	ARR	DAY-OFF-CAMPUS		HEALY J	V
SPOKANE					315	84.60	2.97					
SPOKANE FALLS	GENST	101F	GROW DEVELOP	2.0	52	6.93	.01	TR	DAY-ON-CAMPUS	0830A	HAMMOND B	FT
	GENST	130F	WOMEN SEMINR	1.0	35	2.33	.33	T	DAY-ON-CAMPUS	1130A	MARCHESE P	FT
	SOC	101E	INTRO SOC	5.0	21	7.00	.34	TR	DAY-ON-CAMPUS	0700P	HEALY J	ML
	SOC	101F	INTRO SOC	5.0	25	8.33	.34	DAILY	DAY-ON-CAMPUS	0730A	FLETCHER O	FT
	SOC	101F	INTRO SOC	5.0	57	19.00	.34	DAILY	DAY-ON-CAMPUS	0830A	GUSTAFSON H	FT
	SOC	101F	INTRO SOC	5.0	60	20.00	.33	DAILY	DAY-ON-CAMPUS	0930A	FLETCHER O	FT
	SOC	101F	INTRO SOC	5.0	55	18.33	.50	DAILY	DAY-ON-CAMPUS	1030A	KINNUNE R	FT

SOCIOLOGY

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SPOKANE FALLS	SOC	101F	INTRO SOC	5.0	41	13.67	.33	DAILY	DAY-ON-CAMPUS	1130A	GUSTAFSON H	FT
	SOC	101F	INTRO SOC	5.0	38	12.67	.33	TR	DAY-ON-CAMPUS	1225P	HEALY J	FT
	SOC	101F	INTRO SOC	5.0	12	4.00	.50	ARR	DAY-ON-CAMPUS		KINNUNE R	FT
	SOC	101Y	INTRO SOC	5.0	13	4.33	.33	MW	EVENING-OFF-CAMPUS	0745P	GUSTAFSON H	FT
	SOC	211F	MARRIAGE FAM	5.0	34	11.33	.33	DAILY	DAY-ON-CAMPUS	0930A	HEALY J	FT
	SOC	240F	SOC PROBLEMS	5.0	19	6.33	.33	DAILY	DAY-ON-CAMPUS	1130A	FLETCHER O	FT
	SOC	353T	TECH-CHANGE	5.0	14	4.67	.34	ARR	DAY-OFF-CAMPUS		HEALY J	ML
SPOKANE FALLS					476	138.93	4.68					
BIG BEND	HUM	107	CHANGING ROLES	2.0	13	1.73	.07	TR	DAY-ON-CAMPUS	1145A	SILVER	PT
	HUM	107	CHANGING ROLES	2.0			.07	TR	DAY-ON-CAMPUS	1145A	TEALS	ML
	SOC	110	INTRO TO SOCIOLOGY	5.0	34	11.33	.28	MTWR	DAY-ON-CAMPUS	0100P	ROGERS	FT
	SOC	220	MARRIAGE AND FAMILY	5.0	21	7.00	.28	MTWR	DAY-ON-CAMPUS	1030A	ROGERS	FT
BIG BEND					68	20.07	.70					
COLUMBIA BASIN	SOC	1010	INTRO TO SOCIOLOGY	5.0	45	15.00	.12	DAILY	DAY-ON-CAMPUS	0900A	SCHMEECKLE	FT
	SOC	1010	INTRO TO SOCIOLOGY	5.0	44	14.67	.12	DAILY	DAY-ON-CAMPUS	0100P	SCHMEECKLE	FT
	SOC	1010	INTRO TO SOC	5.0	20	6.67	.34	TR	EVENING-ON-CAMPUS	0730P	LIPPINCOTT	PT
	SOC	1500	MARRIAGE-FAMILY	5.0	19	6.33	.33	DAILY	DAY-ON-CAMPUS	1200P	PEARSON, D	FT
	SOC	1510	HUMAN SEXUALITY	3.0	29	5.80	.05	MWF	DAY-ON-CAMPUS	1100A	SCHMEECKLE	FT
	SOC	1990	WOMEN AND THE LAW	3.0	37	7.40	.20	W	EVENING-ON-CAMPUS	0700P	CHVATAL, P	PT
	SOC	2002	FIELD EXPERIENCE	3.0	1	0.20	.19	ARR	DAY-ON-CAMPUS	ARR	WHITNEY, D	FT
COLUMBIA BASIN					195	56.07	1.35					
WALLA WALLA	SOC	101	INTRO TO SOCIOLOGY	5.0	39	13.00	.14	DAILY	DAY-ON-CAMPUS	0930A	BARNES,J.	FT
	SOC	101	INTRO TO SOCIOLOGY	5.0	14	4.67	.14	DAILY	DAY-ON-CAMPUS	0130P	BARNES,J.	FT
	SOC	101	INTRO TO SOCIOLOGY	5.0	11	3.67	.29	MW	EVENING-ON-CAMPUS	0700P	WORTHINGTON	PT
	SOC	101	INTRO TO SOCIOLOGY	5.0			.00	ARR	DAY-ON-CAMPUS	ARR	BARNES,J.	FT
	SOC	101	INTRO TO SOCIOLOGY	5.0	16	5.33	.03	DAILY	DAY-OFF-CAMPUS	0900A	MCCAW,M.	FT
	SOC	107	SOCIAL SERVICE	2.3	12	1.84	.04	ARR	DAY-ON-CAMPUS	ARR	WEINGART,K.	FT
	SOC	108	SOCIAL SERVICE	2.0	3	0.40	.01	ARR	DAY-ON-CAMPUS	ARR	WEINGART,K.	FT
	SOC	109	SOCIAL SERVICE	3.0			.00	ARR	DAY-ON-CAMPUS	ARR	WEINGART,K.	FT
	SOC	135	ALTER METHODS DISPUTE	1.0	8	0.53	.08	SM	DAY-ON-CAMPUS	0830A	EDELMAN,E.	V
	SOC	142	PRE-RETIR PLAN	1.0	22	1.47	.22	W	DAY-ON-CAMPUS	0830A	BARNES,J.	V
	SOC	143	PUBLIC & PRIV MORALITY	2.0	23	3.07	.10	DAILY	DAY-ON-CAMPUS	0830A	HAWKINS,P.	FT
	SOC	180	CHALLENGE OF CHANGE	3.0	7	1.40	.08	DAILY	DAY-ON-CAMPUS	0930A	BARNES,J.	FT
	SOC	180	CHALLENGE OF CHANGE	3.0			.08	DAILY	DAY-ON-CAMPUS	0930A	BARNES,J.	FT
	SOC	180	CHALLENGE OF CHANGE	3.0			.05	DAILY	DAY-ON-CAMPUS	0930A	AICHELE,P.	FT
	SOC	201	SOCIAL PROBLEMS	5.0	17	5.67	.04	DAILY	DAY-OFF-CAMPUS	1200P	MCCAW,M.	FT
	SOC	208	MARRIAGE FOR MODERNS	5.0	15	5.00	.14	TR	DAY-OFF-CAMPUS	0300P	BARNES,J.	FT
	SOC	211	COMMUNITY ASSESSMENT	3.0			.00	W	DAY-ON-CAMPUS	0700P	ANDERSON,MY.	FT
	SOC	299	SPECIAL PROBLEMS	3.0	1	0.20	.08	ARR	DAY-ON-CAMPUS	ARR	BARNES,J.	FT

SOCIOLOGY

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
WALLA WALLA					188	46.24	1.52					
WHATCOM	SOCIO	110	INTRO SOCIOLOGY	3.4	24	5.44	.33	MW	DAY-OFF-CAMPUS	0100P	VEACH,R	FT
	SOCIO	189	DIVERSION/DELINQUENCY	5.0	1	0.33	.01	ARR	EVENING-OFF-CAMPUS		DEIRO,J	FT
	SOCIO	189	SOCIAL SERVICES/AGENCIES	3.0	1	0.20	.02	ARR	EVENING-OFF-CAMPUS		DEIRO,J	FT
	WOMEN	100	TRANSITION TO COLLEGE	1.0	3	0.20	.01	ARR	EVENING-OFF-CAMPUS		MANCUSO,S	FT
WHATCOM					29	6.17	.37					
TACOMA	ADJ	198	CRIME & JUSTICE	3.0	8	1.60	.21	ARR	DAY-ON-CAMPUS		BRIGHTWELL	ML
	SOC	090	CONTEMPORARY SOCIAL PROB	5.0	34	11.33	.33	DAILY	DAY-ON-CAMPUS	1130A	PACKARD W	FT
	SOC	110	SURVEY OF SOC	5.0	30	10.00	.33	DAILY	DAY-ON-CAMPUS	0830A	JANSEN L	FT
	SOC	110	SURVEY SOC	5.0	50	16.67	.34	DAILY	DAY-ON-CAMPUS	0930A	SUNDGREN	FT
	SOC	110	SURVEY SOC	5.0	42	14.00	.33	DAILY	DAY-ON-CAMPUS	1130A	ADAMS R	FT
	SOC	110	SURVEY SOC	5.0	21	7.00	.33	MTWR	DAY-ON-CAMPUS	1230P	SUNDGREN A	FT
	SOC	110	SURVEY SOCIOLOGY	5.0	30	10.00	.35	TR	EVENING-ON-CAMPUS	0750P	ADAMS R	ML
	SOC	110	SURVEY OF SOCIOLOGY	5.0	17	5.67	.35	S	DAY-ON-CAMPUS	1230P	JANSEN L	ML
	SOC	110	SURVEY OF SOCIOLOGY	5.0	24	8.00	.35	W	EVENING-OFF-CAMPUS	0630P	BROWN J	PT
	SOC	141	HUMAN SEXUALITY	5.0	13	4.33	.34	MTWR	DAY-ON-CAMPUS	1230A	JANSEN L	FT
	SOC	152	MARRIAGE FAMILY	5.0	33	11.00	.34	DAILY	DAY-ON-CAMPUS	0930A	FALK R	FT
	SOC	271	DEVIANT BEHAVIOR	5.0	21	7.00	.33	DAILY	DAY-ON-CAMPUS	1030A	SUNDGREN A	FT
	SOC	299	INDEPENDENT STUDY	2.0	1	0.13	.01	ARR	DAY-ON-CAMPUS		FALK R	V
	SOCSC	197	DEATH & DYING	3.0	17	5.40	.21	ARR	DAY-ON-CAMPUS		EDRINGTON D	ML
TACOMA					341	110.13	4.15					
					5,574	1,593.56	56.22					

ERIC

System Summary

COLLEGE NAME	DIV. DEPART	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
					32,149	9,108.77	376.28					

ANTHROPOLOGY

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
PENINSULA	ANTHR	110	CULTURAL ANTHRO	5.0	27	9.00	.34	MTWRF	DAY-ON-CAMPUS	0100	MORDEN	PT
	ANTHR	295	SPEC PROJECT	3.0	1	0.20	.01	ARR	DAY-ON-CAMPUS		MORDEN	V
PENINSULA					28	9.20	.35					
GRAYS HARBOR	ANTH	100	INTRO TO STUDY OF MAN	5.0	9	3.00	.34	MTWRF	DAY-ON-CAMPUS	0900	BROWN	FT
GRAYS HARBOR					9	3.00	.34					
OLYMPIC	ANTHR	101	INTR ANTHRO	5.0	25	8.33	.34	MTWRF	DAY-ON-CAMPUS	0900	SLEIGHT A	FT
	ANTHR	101	INTR ANTHRO	5.0	35	11.67	.33	T R	EVENING-ON-CAMPUS	0545	SLEIGHT A	FT
OLYMPIC					60	20.00	.67					
SKAGIT VALLEY	ANTH	101	PHYSICAL ANTHROPOLOGY	5.0	11	3.67	.30	M W	DAY-OFF-CAMPUS	0200	ZUANICH K	PT
SKAGIT VALLEY					11	3.67	.30					
EVERETT	ANTHR	201	PHYSICAL ANTHROPOLOGY	5.0	39	13.00	.33	MTWRF	DAY-ON-CAMPUS	1000	FITZPATRICK	FT
	ANTHR	202	SOCIAL ANTHROPOLOGY	5.0	17	5.67	.34	MTWRF	DAY-ON-CAMPUS	1100	FITZPATRICK	FT
EVERETT					56	18.67	.67					
EDMONDS	ANTHR	100	SURVEY OF ANTHROPOLOGY	5.0	49	16.33	.34	MTWRF	DAY-ON-CAMPUS	1100	HOLLINSWORTH	FT
	ANTHR	100	SURVEY OF ANTHROPOLOGY	5.0	38	12.67	.33	M W	EVENING-ON-CAMPUS	0545	HOLLINSWORTH	FT
EDMONDS					87	29.00	.67					
SEATTLE CENT	ANT	100	SURVEY OF ANTHROPOLOGY	5.0	33	11.00	.36	MTWRF	DAY-ON-CAMPUS	0900	BAENEN	FT
	ANT	100	SURVEY OF ANTHROPOLOGY	5.0	34	11.33	.32	MTWRF	DAY-ON-CAMPUS	1200	BAENEN J	FT
SEATTLE CENT					67	22.33	.68					
SEATTLE NORTH	ANT	100	SURVEY OF ANTHROPOLOGY	5.0	34	11.33	.34	MTWRF	DAY-ON-CAMPUS	0900	ABE B	FT
	ANT	102	INTRO TO AMERICAN CULTUR	3.0	2	0.40	.05	M W	DAY-ON-CAMPUS	1230	SILVERSTEIN	FT
	ANT	102	INTRO TO AMERICAN CULTUR	5.0	11	3.67	.29	MTW	DAY-ON-CAMPUS	1230	SILVERSTEIN	FT
	ANT	201	PHYSICAL ANTHROPOLOGY	5.0	26	8.67	.33	MTWRF	DAY-ON-CAMPUS	1200	ABE B	FT
SEATTLE NORTH					73	24.07	1.01					
SEATTLE SOUTH	ANT	201	PHYSICAL ANTHROPOLOGY	5.0	35	11.67	.32	MTWRF	DAY-ON-CAMPUS	0900	BRITZ	PT
	ANT	202	CULTURAL ANTHROPOLOGY	5.0	1	0.33	.01	ARR	DAY-ON-CAMPUS	0000	BRITZ	V
SEATTLE SOUTH					36	12.00	.33					

ANTHROPOLOGY

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SHORELINE	ANTHR	100	INTRO TO STUDY OF HUMANS	5.0	66	22.00	.50	MTWRF	DAY-ON-CAMPUS	1130	SOLLAND, S	FT
	ANTHR	201	PRINC BIO-PHYSICAL ANTHR	5.0	42	14.00	.33	MTWRF	DAY-ON-CAMPUS	0830	TARRANT, L	PT
	ANTHR	201	PRINC BIO-PHYSICAL ANTHR	5.0	24	8.00	.33	T R	EVENING-ON-CAMPUS	0710	STOKES, S	PT
	ANTHR	202	PRINC SOCIO-CULTUR ANTHR	5.0	38	12.67	.50	MTWRF	DAY-ON-CAMPUS	0930	SOLLAND, S	FT
SHORELINE					170	56.67	1.66					
BELLEVUE	ANTH	100	INTRO TO ANTHRO	5.0	30	10.00	.34	MTWRF	DAY-ON-CAMPUS	0730	EPSTEIN L	PT
	ANTH	100	INTRO TO ANTHRO	5.0	48	16.00	.34	MTWRF	DAY-ON-CAMPUS	0930	JURJI D	FT
	ANTH	100	INTRO TO ANTHRO	5.0	30	10.00	.34	T R	EVENING-ON-CAMPUS	0700	RANDALL BROW	PT
	ANTH	201	PHYS ANTH-MAN IN NAT	5.0	37	12.33	.33	MTWRF	DAY-ON-CAMPUS	1230	JURJI D	FT
	ANTH	202	CULTURAL ANTHRO	5.0	35	11.67	.34	MTWRF	DAY-ON-CAMPUS	0830	EPSTEIN L	PT
	ANTH	202	CULTURAL ANTHRO	5.0	50	16.67	.33	MTWRF	DAY-ON-CAMPUS	1130	JURJI D	FT
BELLEVUE					230	76.67	2.02					
HIGHLINE	ANTHR	100	SURVEY OF ANTHROPOLOGY	5.0	33	11.00	.34	MTWRF	DAY-ON-CAMPUS	0800	HOLMES B	FT
	ANTHR	120	CULTURAL ANTHROPOLOGY	5.0	37	12.33	.33	MTWRF	DAY-ON-CAMPUS	0900	HOLMES B	FT
	ANTHR	120	CULTURAL ANTHROPOLOGY	5.0	38	12.67	.34	MTWRF	DAY-ON-CAMPUS	1000	CAMPBELL M	FT
	ANTHR	120	CULTURAL ANTHROPOLOGY	5.0	31	10.33	.33	M W	EVENING-ON-CAMPUS	0700	HOLMES B	ML
	ANTHR	210	PHYSICAL ANTHROPOLOGY	5.0	31	10.33	.33	MTWRF	DAY-ON-CAMPUS	1100	HOLMES B	FT
HIGHLINE					170	56.66	1.67					
GREEN RIVER	ANTHR	100	INTRO TO ANTHROPOLOGY	5.0	35	11.67	.30	MTWRF	DAY-ON-CAMPUS	0900	HEDLUND G	FT
	ANTHR	100	INTRO TO ANTHROPOLOGY	5.0	35	11.67	.29	MTWRF	DAY-ON-CAMPUS	0100	HEDLUND G	FT
	ANTHR	100	INTRO TO ANTHROPOLOGY	5.0	22	7.33	.31	T R	EVENING-ON-CAMPUS	0700	HEDLUND G	ML
	ANTHR	202	CULTURAL ANTHROPOLOGY	5.0	32	10.67	.29	MTWRF	DAY-ON-CAMPUS	1000	HEDLUND G	FT
	ANTHR	299	INDEPENDENT STUDY-ANTHR	2.0	1	0.13	.12	ARR	DAY-OFF-CAMPUS	ARR	HEDLUND G	FT
GREEN RIVER					125	41.47	1.31					
FT STEILACOOM	ANTHR	110	SURVEY ANTHR	5.0	40	13.33	.34	MTWRF	DAY-ON-CAMPUS	0900	MCGINNIS	FT
	ANTHR	110	SURVEY ANTHR	5.0	41	13.67	.34	MTWRF	DAY-ON-CAMPUS	1100	AVEY	FT
	ANTHR	110	SURVEY ANTHR	5.0	36	12.00	.33	MTWRF	DAY-ON-CAMPUS	1200	AVEY	FT
	ANTHR	110	SURVEY ANTHR	5.0	40	13.33	.32	M W	EVENING-ON-CAMPUS	0750	CUCCO J	PT
	ANTHR	165	CROSS CULTR	5.0	35	11.67	.24	W	DAY-ON-CAMPUS	0100	MCGINNIS	V
	ANTHR	166	CROSS CULTR	5.0	8	2.67	.05	W	DAY-ON-CAMPUS	0100	MCGINNIS	V
	ANTHR	167	CROSS CULTR	5.0	6	2.00	.04	W	DAY-ON-CAMPUS	0100	MCGINNIS	V
	ANTHR	210	PHYS ANTHRO	5.0	12	4.00	.33	MTWRF	DAY-ON-CAMPUS	0900	AVEY	FT
	ANTHR	220	SOCIAL ANTHR	5.0	38	12.67	.33	MTWRF	DAY-ON-CAMPUS	0100	MCGINNIS	FT
	ANTHR	290	IND STUDY	2.0	2	0.27	.02	ARR	DAY-OFF-CAMPUS	ARR	MCGINNIS	V
	ANTHR	290	IND STUDY	3.0	2	0.40	.02	ARR	DAY-OFF-CAMPUS	ARR	MCGINNIS	V
FT STEILACOOM					260	86.01	2.36					

ANTHROPOLOGY

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
CENTRALIA	ANTH	101	INTRO ANTHRO	5.0	31	10.33	.34	MTWRF	DAY-ON-CAMPUS	1100	GIBSON	FT
	ANTH	202	N/AM INDIAN	3.0	23	4.60	.20	W	EVENING-OFF-CAMPUS	0700	STEINER	ML
CENTRALIA					54	14.93	.54					
LOWER COLUMBIA	ANTH	202	INTRO CULTURAL ANTHROPOL	5.0	10	3.33	.33	MTWRF	DAY-ON-CAMPUS	1000	SHAW D	FT
LOWER COLUMBIA					10	3.33	.33					
CLARK	ANTH	101	HUMAN EVOLUT	5.0	35	11.67	.34	MTWRF	DAY-ON-CAMPUS	0100	ALLRED GROVE	FT
CLARK					35	11.67	.34					
WENATCHEE VAL	ANTHR	100	ANTHRO/INTRODUCTION	5.0	26	8.67	.32	MTWRF	DAY-ON-CAMPUS	1100	ARNOLD E	FT
	ANTHR	101	ANTHRO/PHYSICAL	3.0	1	0.20	.01	ARR	DAY-ON-CAMPUS	ARR	ARNOLD E	FT
	ANTHR	102	ANTHRO/PHYSICAL	3.0	1	0.20	.01	ARR	DAY-ON-CAMPUS	ARR	ARNOLD E	FT
	ANTHR	298	ANTHRO/PHYSICAL	4.0	1	0.27	.01	ARR	DAY-ON-CAMPUS	ARR	ARNOLD E	FT
WENATCHEE VAL					29	9.34	.35					
YAKIMA VALLEY	ANTH	101	INTRO ANTHROPOLOGY	5.0	28	9.33	.34	MTWRF	DAY-ON-CAMPUS	0930	TURNER F	FT
YAKIMA VALLEY					28	9.33	.34					
SPOKANE	ANTHR	101	INTRO ANTHRO	5.0	45	15.00	.34	MTWRF	DAY-ON-CAMPUS	0830	BIRCHARD J	FT
SPOKANE					45	15.00	.34					
SPOKANE FALLS	ANTHR	101	INTRO ANTHRO	5.0	55	18.33	.34	MTWRF	DAY-ON-CAMPUS	0930	ONEAL J	FT
	ANTHR	101	INTRO ANTHRO	5.0	25	8.33	.33	T R	DAY-ON-CAMPUS	0700	ONEAL J	FT
	ANTHR	201	CULT ANTHRO	5.0	32	10.67	.33	MTWRF	DAY-ON-CAMPUS	1030	ONEAL J	FT
SPOKANE FALLS					112	37.33	1.00					
BIG BEND	ANT	101	EVOLUT MAN-CULTURE	5.0	26	8.67	.34	MTWR	DAY-ON-CAMPUS	1030	ROGERS	FT
BIG BEND					26	8.67	.34					
COLUMBIA BASIN	ANT	101	ANTHROPOLOGY	5.0	42	14.00	.34	MTWRF	DAY-ON-CAMPUS	0900	BRUER, B	FT
	ANT	101	ANTHROPOLOGY	5.0	25	8.33	.34	T R	EVENING-OFF-CAMPUS	0500	BRUER, B	ML
COLUMBIA BASIN					67	22.33	.68					
WALLA WALLA	ANTH	101	INTRO TO ANTHROPOLOGY	5.0	11	3.67	.29	MTWRF	DAY-OFF-CAMPUS	0200	HUSSEY, L.	ML

ERIC

ANTHROPOLOGY

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
WALLA WALLA	ANTH	101	INTRO TO ANTHROPOLOGY	5.0	8	2.67	.34	MTWRF	DAY-OFF-CAMPUS	0800	HUSSEY,L.	FT
WALLA WALLA					19	6.34	.63					
WHATCOM	ANTHR	110	PHYSICAL ANTHROPOLOGY	5.0	30	10.00	.40	MTWR	DAY-OFF-CAMPUS	1135	RICHARDSON,A	FT
	ANTHR	115	CULTURAL ANTHROPLOGY	5.0	2	0.67	.01	ARR	EVENING-OFF-CAMPUS		DEIRO,J	FT
	ANTHR	115	CULTURAL ANTHROPOLOGY	5.0	24	8.00	.40	T R	DAY-OFF-CAMPUS	0100	RICHARDSON,A	FT
WHATCOM					56	18.67	.81					
TACOMA	ANTHR	100	INTRO STUDY MAN	5.0	56	18.67	.34	MTWRF	DAY-ON-CAMPUS	1030	ADAMS R	FT
	ANTHR	100	INTRO/STUDY MAN	5.0	29	9.67	.33	M W	EVENING-ON-CAMPUS	0530	ADAMS R	FT
	ANTHR	201	PRINCIPLES OF PHYS ANTHR	5.0	38	12.67	.33	MTWRF	DAY-ON-CAMPUS	0830	ADAMS R	FT
	ANTHR	299	INDEPENDENT STUDY	5.0	2	0.67	.02	ARR	DAY-ON-CAMPUS		ADAMS	V
TACOMA					125	41.68	1.02					
					1,988	658.04	20.76					

ART HISTORY

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
GRAYS HARBOR	ART	100	ART APPRECIATION	5.0	38	12.67	.21	MTWRF	DAY-ON-CAMPUS	1000	LANDBERG	FT
	ART	100	ART APPRECIATION	3.0	18	3.60	.20	W	EVENING-ON-CAMPUS	0700	ENRICO H	ML
GRAYS HARBOR					56	16.27	.41					
OLYMPIC	ART	101	HIST AN-MED	3.0	17	3.40	.19	MWF	DAY-ON-CAMPUS	1000	CROUSE J	FT
	ART	102	HIST RENAIS	3.0	13	2.60	.19	MWF	DAY-ON-CAMPUS	1200	CROUSE J	FT
OLYMPIC					30	6.00	.38					
SKAGIT VALLEY	ART	141	ART APPRECIATION	3.0	39	7.80	.18	MTR	DAY-ON-CAMPUS	1100	STARK M	PT
	ART	141	ART APPRECIATION	3.0	1	0.20	.01	W	EVENING-OFF-CAMPUS	0700	STARK M	V
	ART	141	ART APPRECIATION	3.0	19	3.80	.18	R	EVENING-OFF-CAMPUS	0700	PARSONS H	PT
SKAGIT VALLEY					59	11.80	.37					
EDMONDS	ART	126	HISTORY OF WESTERN ART	5.0	32	10.67	.33	MTWRF	DAY-ON-CAMPUS	1100	SOLDWEDEL E	FT
EDMONDS					32	10.67	.33					
SEATTLE CENT	ART	251	ART HISTORY	3.0	34	6.80	.19	MWF	DAY-ON-CAMPUS	1200	RODGERS	PT
	ART	251	ART HISTORY	3.0	31	6.20	.19	W	EVENING-ON-CAMPUS	0630	LEAVENS	PT
SEATTLE CENT					65	13.00	.38					
SEATTLE NORTH	ART	100	INTRO TO ART	5.0	29	9.67	.34	MWF	DAY-ON-CAMPUS	0900	CHRISTENSON	FT
	ART	100	INTRO TO ART	5.0	21	7.00	.35	M W	EVENING-ON-CAMPUS	0700	LEO-GWIN C	PT
	ART	100	INTRO TO ART	*	29		.00	T R	DAY-ON-CAMPUS	0900	CHRISTENSON	FT
	ART	251	ART HISTORY	5.0	33	11.00	.33	MTWRF	DAY-ON-CAMPUS	1100	CONSTANTINE	FT
SEATTLE NORTH					112	27.67	1.02					
SEATTLE SOUTH	ART	100	INTRODUCTION TO ART	5.0	34	11.33	.34	MTWRF	DAY-ON-CAMPUS	1100	MRAZ	FT
SEATTLE SOUTH					34	11.33	.34					
SHORELINE	ART	212	HISTORY OF WESTERN ART	3.0	21	4.20	.17	MWF	DAY-ON-CAMPUS	1230	MCLAUGHLIN,K	FT
SHORELINE					21	4.20	.17					
BELLEVUE	ART	201	HISTORY OF WESTERN ART	5.0	44	14.67	.34	MTWRF	DAY-ON-CAMPUS	1130	PECK G	PT
BELLEVUE					44	14.67	.34					
HIGHLINE	ART	100	SURVEY OF ART	5.0	24	8.00	.25	MWF	DAY-ON-CAMPUS	0100	PAWULA H	FT

ART HISTORY

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
HIGHLINE					24	8.00	.25					
GREEN RIVER	ART	212	HISTORY OF ART	5.0	38	12.67	.33	MTWRF	DAY-ON-CAMPUS	1100	LEVENSKY E	FT
GREEN RIVER					38	12.67	.33					
FT STEILACOOM	ART	100	INTRO TO ART	5.0	65	21.67	.50	MTWRF	DAY-ON-CAMPUS	1000	BUCKNER	FT
	ART	100	INTRO TO ART	5.0	17	5.67	.32	M W	EVENING-OFF-CAMPUS	0735	RAYNOR	PT
	ART	100	INTRO TO ART	5.0	12	4.00	.32	MTWR	EVENING-OFF-CAMPUS	1935	SEABURG	PT
FT STEILACOOM					94	31.34	1.14					
CENTRALIA	ART	105	APPRECIATION	5.0	37	12.33	.20	MTWRF	DAY-ON-CAMPUS	1000	BAUER	FT
	ART	200	HISTORY	5.0	29	9.67	.21	MTWRF	DAY-ON-CAMPUS	1100	BAUER	FT
CENTRALIA					66	22.00	.41					
LOWER COLUMBIA	ART	121	HIST WESTERN ART	5.0	22	7.33	.33	MTWRF	DAY-ON-CAMPUS	1200	POWELSON R	FT
LOWER COLUMBIA					22	7.33	.33					
CLARK	ART	154	ART HISTORY	5.0	36	12.00	.35	MTWRF	DAY-ON-CAMPUS	0900	HENNUM SUE S	PT
	ART	154	ART HISTORY	5.0	33	11.00	.35	MTWRF	DAY-OFF-CAMPUS	1100	HENNUM SUE S	PT
	ART	180	ART APPRECIATN	4.0	22	5.87	.28	T R	DAY-ON-CAMPUS	0100	JANOVEC MADE	PT
	ART	185	FILM APPRECIATN	3.0	32	6.40	.21	M	EVENING-ON-CAMPUS	0700	DUNN WARREN	ML
CLARK					123	35.27	1.19					
WENATCHEE VAL	ART	100	INTRO/ART	5.0	28	9.33	.28	MTWR	DAY-ON-CAMPUS	0900	GRAVES R	FT
	ART	200	ART APPRECIATION	5.0	7	2.33	.25	M W	DAY-ON-CAMPUS	0100	DIETRICH D	FT
	ART	201	ART HISTORY/ANCIENT	3.0	15	3.00	.15	MWF	DAY-ON-CAMPUS	1200	DIETRICH D	FT
WENATCHEE VAL					50	14.66	.68					
YAKIMA VALLEY	ART	100	ART APPRECIATION	3.0	15	3.00	.13	MWF	DAY-ON-CAMPUS	0830	SMITH R K	FT
	ART	280	ART HISTORY-I	4.0	14	3.73	.18	MTWR	DAY-ON-CAMPUS	0930	TAYER D	FT
	DRAMA	150	INTRO CINEMA	3.0	19	3.80	.13	T R	DAY-ON-CAMPUS	1130	BLISARD H	FT
YAKIMA VALLEY					48	10.53	.44					
SPOKANE	ART	107	INTRO ART	5.0	39	13.00	.30	MTWRF	DAY-ON-CAMPUS	1230	VANCAMP V	FT
	ART	107	INTRO ART	5.0	49	16.33	.30	MTWRF	DAY-ON-CAMPUS	0130	VANCAMP V	FT
SPOKANE					88	29.33	.60					

ERIC

ART HISTORY

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SPOKANE FALLS	ART	107	INTRO ART	5.0	36	12.00	.33	T R	DAY-ON-CAMPUS	0800	HAAG R	FT
	ART	107	INTRO ART	5.0	39	13.00	.31	MTWRF	DAY-ON-CAMPUS	1030	IBACH R	FT
	ART	107	INTRO ART	5.0	35	11.67	.36	MTWRF	DAY-ON-CAMPUS	0130	POTTER S	FT
	ART	107	INTRO ART	5.0	37	12.33	.18	MTWR	EVENING-ON-CAMPUS	0540	HAWLEY P	PT
	ART	107	INTRO ART	5.0			.18	MTWR	EVENING-ON-CAMPUS	0540	POTTER S	ML
	ART	108	HISTORY ART	3.0	39	7.80	.21	MWF	DAY-ON-CAMPUS	0930	STEPHENS C	FT
	ART	108	HISTORY ART	3.0	38	7.60	.21	MWF	DAY-ON-CAMPUS	1130	STEPHENS C	FT
	ART	108	HISTORY ART	3.0	26	5.20	.21	M	EVENING-ON-CAMPUS	0700	PLOEGER F	PT
SPOKANE FALLS					250	69.60	1.99					
COLUMBIA BASIN	ART	110	INTRO TO ART	5.0	33	11.00	.31	MTWRF	DAY-ON-CAMPUS	0900	CLARY, M	FT
	ART	110	INTRO TO ART	5.0	31	10.33	.34	MTWRF	DAY-ON-CAMPUS	1200	MOHATT, M	PT
	ART	110	INTRO TO ART	5.0	26	8.67	.34	MTWRF	DAY-ON-CAMPUS	0800	MC CLURE, J	PT
	ART	110	INTRO TO ART	5.0	18	6.00	.34	M W	EVENING-ON-CAMPUS	0700	MECHAM, G	PT
	ART	116	ART HISTORY	5.0	29	9.67	.34	MTWRF	DAY-ON-CAMPUS	1000	MC CLURE, J	PT
COLUMBIA BASIN					137	45.67	1.67					
WALLA WALLA	ART	100	ART APPRECIATION	3.0	22	4.40	.17	MWF	DAY-ON-CAMPUS	0830	WEBSTER,M.	PT
WALLA WALLA					22	4.40	.17					
WHATCOM	ART	100	UNDERSTANDING ART	5.0	23	7.67	.33	M W	DAY-OFF-CAMPUS	0400	TEMPLETON,P	PT
WHATCOM					23	7.67	.33					
TACOMA	ART	100	APPREC VISUAL ARTS	5.0	50	16.67	.34	MTWRF	DAY-ON-CAMPUS	1130	DIPPOLITO F	FT
TACOMA					50	16.67	.34					
					1,488	430.75	13.61					

ENGLISH ASL

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
EDMONDS	ENGL	155	ADV READ/ORAL COMM-ESL	5.0	5	1.67	.09	MTWRF	DAY-ON-CAMPUS	0900	NERISON P	PT
	ENGL	156	INTER WRITE/THINKING-ESL	5.0	9	3.00	.13	MTWRF	DAY-ON-CAMPUS	1100	NERISON P	PT
	ENGL	157	ADV WRITE/THINKING-ESL	5.0	15	5.00	.21	MTWRF	DAY-ON-CAMPUS	1100	NERISON P	PT
EDMONDS					29	9.67	.43					
SEATTLE NORTH	ESL	150	COLLEGE ENGLISH FOR FOR	5.0	28	9.33	.34	MTWRF	DAY-ON-CAMPUS	0900	ABRAMSON	PT
	ESL	151	COLLEGE ENGLISH FOR FOR	5.0	27	9.00	.34	MTWRF	DAY-ON-CAMPUS	1000	BINDEL E	PT
SEATTLE NORTH					55	18.33	.68					
SEATTLE SOUTH	ESL	101	ENG.AS A SECOND LANGUAGE	5.0	34	11.33	.20	MTWRF	DAY-ON-CAMPUS	0900	ROY	FT
	ESL	102	ENG.AS A SECOND LANGUAGE	5.0	21	7.00	.20	MTWRF	DAY-ON-CAMPUS	1100	ROY	FT
SEATTLE SOUTH					55	18.33	.40					
SHORELINE	ESL	082	CONVERSATION AND PRONUNC	2.0	20	2.67	.13	MTWRF	DAY-ON-CAMPUS	1130	ABRAMSON, D	PT
	ESL	082	CONVERSATION AND PRONUNC	2.0	18	2.40	.13	MTWR	DAY-ON-CAMPUS	0230	MAXWELL, A	ML
	ESL	082	CONVERSATION AND PRONUNC	2.0	25	3.33	.13	MTWRF	DAY-ON-CAMPUS	1230	ABRAMSON, D	PT
	ESL	152	CMU STRATEGIES	5.0	29	9.67	.33	MTWRF	DAY-ON-CAMPUS	1130	PETERS, D	ML
	ESL	152	CMU STRATEGIES	5.0	21	7.00	.33	MTWRF	DAY-ON-CAMPUS	1230	GREISS, M	ML
	ESL	152	CMU STRATEGIES	5.0	28	9.33	.33	MTWRF	DAY-ON-CAMPUS	0130	EKSTROM, J	PT
	ESL	183	DEVELOPMENTAL WRITING	3.0	23	4.60	.20	MWF	DAY-ON-CAMPUS	1130	GOULD, D	FT
	ESL	183	DEVELOPMENTAL WRITING	3.0	18	3.60	.20	MWF	DAY-ON-CAMPUS	0830	FORBES, G	FT
	ESL	183	DEVELOPMENTAL WRITING	3.0	26	5.20	.20	MWF	DAY-ON-CAMPUS	0230	GREISS, M	FT
	ESL	192	DEVELOPMENTAL READING	2.0	24	3.20	.13	T R	DAY-ON-CAMPUS	1130	GOULD, D	FT
	ESL	192	DEVELOPMENTAL READING	2.0	18	2.40	.13	T R	DAY-ON-CAMPUS	0830	FORBES, G	FT
	ESL	192	DEVELOPMENTAL READING	2.0	25	3.33	.13	T R	DAY-ON-CAMPUS	0230	GREISS, M	FT
SHORELINE					275	56.73	2.37					
BELLEVUE	ENGL	016	ENGLISH SECOND LANGUAGE	3.0	30	6.00	.21	MTWRF	DAY-ON-CAMPUS	0930	SHUMAN B	PT
	ENGL	016	ENGLISH SECOND LANGUAGE	3.0	21	4.20	.21	T	EVENING-ON-CAMPUS	0700	WEISS H	PT
	ENGL	017	ENGLISH SECOND LANGUAGE	3.0	23	4.60	.21	MTWRF	DAY-ON-CAMPUS	1030	ROUSSO D	PT
	ENGL	017	ENGLISH SECOND LANGUAGE	3.0	26	5.20	.21	T	EVENING-ON-CAMPUS	0700	GOGIC L	PT
	ENGL	018	ENGLISH SECOND LANGUAGE	3.0	18	3.60	.21	MTWRF	DAY-ON-CAMPUS	1130	ROUSSO D	PT
	ENGL	018	ENGLISH SECOND LANGUAGE	3.0	26	5.20	.21	T	EVENING-ON-CAMPUS	0700	NUDELMAN L	PT
BELLEVUE					144	28.80	1.26					
HIGHLINE	ESL	101	LABORATORY	*	26		.00	M W	DAY-ON-CAMPUS	0200	DUMMY L	CO
	ESL	101	LABORATORY	*	21		.00	T R	DAY-ON-CAMPUS	0200	DUMMY L	CO
	ESL	101	ENGLISH-A SECOND LANGUAG	5.0	26	8.67	.33	MTWRF	DAY-ON-CAMPUS	0100	EDGERTON P	PT
	ESL	101	ENGLISH-A SECOND LANGUAG	5.0	21	7.00	.33	MTWRF	DAY-ON-CAMPUS	1200	EDGERTON P	PT

ENGLISH ASL

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
HIGHLINE					94	15.67	.66					
FT STEILACOOM	IE	100	ESL STDY SK	4.0	28	7.47	.08	ARR	DAY-ON-CAMPUS	ARR	NEWTON	FT
	IE	101	ESL ST SK II	4.0	6	1.60	.02	ARR	DAY-ON-CAMPUS	ARR	NEWTON	FT
	IE	102	ESL SS III	4.0	4	1.07	.01	ARR	DAY-ON-CAMPUS	ARR	NEWTON	FT
	IE	103	ESL SS IV	4.0	1	0.27	.01	ARR	DAY-ON-CAMPUS	ARR	NEWTON	FT
FT STEILACOOM					39	10.41	.12					
LOWER COLUMBIA	ENGL	091	ADV ENGL SEC LANG	4.8	11	3.52	.30	MTWRF	DAY-ON-CAMPUS	0900	ZIMMERMAN C	PT
LOWER COLUMBIA					11	3.52	.30					
WENATCHEE VAL	ENGL	150	ENGL/SEC LNG	5.0	4	1.33	.13	ARR	DAY-ON-CAMPUS	ARR	PETERSEN R	FT
WENATCHEE VAL					4	1.33	.13					
YAKIMA VALLEY	ENGL	106	ENGL 2ND LANG-II	8.0	18	9.60	.47	MTWRF	DAY-ON-CAMPUS	0300	FEITUSH K	FT
	ENGL	107	ENGL 2ND LANG-III	5.0	18	6.00	.29	MTWRF	DAY-ON-CAMPUS	1130	FEITUSH K	FT
YAKIMA VALLEY					36	15.60	.76					
BIG BEND	EGL	113	ENGL AS FOR LANG	6.0	8	3.20	.27	MTWR	DAY-ON-CAMPUS	0915	REEDY	FT
	EGL	113	LAB	*	9		.00	MTWR	DAY-ON-CAMPUS	1030	REEDY	FT
	EGL	114	ENGL AS FOR LANG	6.0	7	2.80	.23	MTWR	DAY-ON-CAMPUS	0915	REEDY	FT
	EGL	114	ENGL LAB	*	7		.00	MTWR	DAY-ON-CAMPUS	1030	REEDY	FT
	EGL	115	ENGL AS FOR LANG ADV	6.0	13	5.20	.26	MTWR	DAY-ON-CAMPUS	1145	REEDY	FT
	EGL	115	ENGL LAB	*	14		.00	MTWR	DAY-ON-CAMPUS	0100	REEDY	FT
	EGL	116	EGL FOR LANG PRE 101	6.0	3	1.20	.05	MTWR	DAY-ON-CAMPUS	1030	MILHOLLAND	FT
	EGL	116	ENGL LAB	*	2		.00	MTWR	DAY-ON-CAMPUS	0800	MILHOLLAND	FT
	EGL	116	ENGL FOR LANG PRE-101	6.0	3	1.20	.06	MTWR	DAY-ON-CAMPUS	0100	MILHOLLAND	FT
	EGL	116	ENGL LAB	*	2		.00	MTWR	DAY-ON-CAMPUS	0215	MILHOLLAND	FT
BIG BEND					68	13.60	.87					
WALLA WALLA	ENG	043	ADV ENG FOREIGN LANG	12.0	2	1.60	.01	MTWRF	DAY-ON-CAMPUS	1230	MARTINEZ,C.	FT
WALLA WALLA					2	1.60	.01					
WHATCOM	ESL	150	ADV SKILLS IN ESL	4.0	9	2.40	.08	M	DAY-OFF-CAMPUS	0200	PECH,W	PT
	ESL	151	ADV SKILLS IN ESL	4.0	6	1.60	.13	M F	DAY-OFF-CAMPUS	0200	PECH,W	PT
	ESL	189	SPECIAL PROJECTS IN ESL	3.0	1	0.20	.01	ARR	EVENING-OFF-CAMPUS		MANCUSO,S	FT
	ESL	189	ADV PRACTICE/LANG SKILLS	4.0	1	0.27	.02	ARR	EVENING-OFF-CAMPUS		MANCUSO,S	FT
WHATCOM					17	4.47	.24					

ENGLISH ASL

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV.	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
TACOMA	ESL	092	GRAMMAR/ORAL PRACTICE	5.0	35	11.67	.35	MTWRF	DAY-ON-CAMPUS	1230	AUSTIN	PT
	ESL	093	GRAMMAR/ORAL PRACTICE	5.0	35	11.67	.35	MTWRF	DAY-ON-CAMPUS	0130	AUSTIN R	PT
	ESL	094	GRAMMAR/ORAL PRACTICE	5.0	27	9.00	.33	MTWR	DAY-ON-CAMPUS	0130	LUKIN	FT
	ESL	097	ESL: COMPOSITION	5.0	21	7.00	.35	MTWRF	DAY-ON-CAMPUS	1030	ALBERTSON	PT
	ESL	097	ESL; COMPOSITION	5.0	20	6.67	.35	MTWRF	DAY-ON-CAMPUS	1130	HOFFMEYER-JO	PT
	ESL	098	ESL; COMPOSITION	5.0	38	12.67	.35	MTWRF	DAY-ON-CAMPUS	1130	JASSON I	PT
	ESL	[illegible]	ESL: COMPOSITION	5.0	9	3.00	.35	MTWRF	DAY-ON-CAMPUS	1030	JASSON I	PT
	ESL	[illegible]	ESL:COMPOSITION	5.0	20	6.67	.35	MTWRF	DAY-ON-CAMPUS	0930	HOFFMEYER-JO	PT
	ESL	[illegible]	ESL:COMPOSITION	5.0	17	5.67	.35	MTWRF	DAY-ON-CAMPUS	1130	MELQUIST R	PT
	ESL	150	GRAMMAR/ORAL PRACTICE	5.0	30	10.00	.33	MTWRF	DAY-ON-CAMPUS	1230	TUTTLE	FT
TACOMA					252	84.00	3.46					
					1,081	282.08	11.69					

ETHNIC STUDIES

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SKAGIT VALLEY	ETHNC	100	US RAC MINORT SOSC	5.0	36	12.00	.06	MTWRF	DAY-ON-CAMPUS	1200	MUNGEN T	FT
	ETHNC	100	DUMMY SECTION	*			.10	MTWRF	DAY-ON-CAMPUS	1200	MUNNEH S	PT
	ETHNC	100	DUMMY SECTION	*			.10	MTWRF	DAY-ON-CAMPUS	1200	RODRIGUEZ A	PT
SKAGIT VALLEY					36	12.00	.26					
SEATTLE CENT	ANT	110	NORTH AMERICAN INDIANS	5.0	34	11.33	.32	MTWRF	DAY-ON-CAMPUS	1100	BAENEN	FT
	ART	244	NATIVE AMER. ART/PAC NW	3.0	28	5.60	.19	T R	DAY-ON-CAMPUS	1200	WRIGHT	PT
	POL	250	BLACK POLITICS	5.0	32	10.67	.32	MTWRF	DAY-ON-CAMPUS	1000	REED	PT
SEATTLE CENT					94	27.60	.83					
SEATTLE NORTH	ANT	130	WORLD CULTURES	3.0	7	1.40	.08	MWF	DAY-ON-CAMPUS	1000	ABE B	FT
	ANT	130	WORLD CULTURES	5.0	23	7.67	.25	MTWRF	DAY-ON-CAMPUS	1000	ABE B	FT
SEATTLE NORTH					30	9.07	.33					
SEATTLE SOUTH	ANT	130	WORLD CULTURE	5.0	29	9.67	.32	S	DAY-ON-CAMPUS	0830	BRITZ	PT
SEATTLE SOUTH					29	9.67	.32					
SHORELINE	ETHST	254	NATIVE AMERICAN HISTORY	5.0	19	6.33	.33	MTWRF	DAY-ON-CAMPUS	0930	LAFOUNTAINE,	ML
	ETHST	259	INTRO NAT AMER CONT PROB	5.0	19	6.33	.33	MTWRF	DAY-ON-CAMPUS	1030	LAFOUNTAINE,	FT
	ETHST	261	NATIVE AMER CONTEMP PROB	5.0	16	5.33	.34	W	EVENING-ON-CAMPUS	0600	LAFOUNTAINE,	FT
SHORELINE					54	17.99	1.00					
FT STEILACOOM	ANTHR	250	INDNS N AMER	5.0	32	10.67	.33	MTWRF	DAY-ON-CAMPUS	1100	MCGINNIS	FT
	HIST	182	BLACK AMERNS	3.0	11	2.20	.20	ARR	DAY-OFF-CAMPUS	ARR	COBB	FT
	HIST	185	INDIANS PNW	2.0	6	0.80	.11	ARR	DAY-OFF-CAMPUS	ARR	COBB	FT
	HIST	187	NEW INDIANS	2.0	2	0.27	.01	ARR	DAY-OFF-CAMPUS	ARR	COBB	ML
	HIST	188	NATIV AMERNS	3.0	7	1.40	.05	ARR	DAY-OFF-CAMPUS	ARR	COBB	ML
FT STEILACOOM					58	15.34	.70					
LOWER COLUMBIA	ANTH	200	NORTH AMERICAN INDIANS	5.0	13	4.33	.34	T R	EVENING-ON-CAMPUS	0700	SHAW D	FT
	SNST	032	ARMCHAIR TRAVEL	1.5	24	2.40	.07	F	DAY-OFF-CAMPUS	0100	OGDEN R	PT
	SNST	032	ARMCHAIR TRAVEL	1.5	16	1.60	.07	T	DAY-OFF-CAMPUS	0230	MACK L.	PT
	SNST	032	ARMCHAIR TRAVEL	1.5	21	2.10	.07	R	DAY-OFF-CAMPUS	0130	MACK L	PT
	SNST	032	ARMCHAIR TRAVEL	1.5	12	1.20	.07	F	DAY-OFF-CAMPUS	0100	WALL H	PT
LOWER COLUMBIA					86	11.63	.62					
YAKIMA VALLEY	ETHS	121	BLACK-AMER HISTORY/CULT	5.0	9	3.00	.21	MTWRF	DAY-ON-CAMPUS	1130	ROOT P	FT
	ETHS	163	FIELD EXPER-II	3.0	15	3.00	.13	ARR	DAY-OFF-CAMPUS	ARR	ROOT P	FT

ETHNIC STUDIES

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
YAKIMA VALLEY					24	6.00	.34					
BIG BEND	SOC	205	CONTEMP CHICANOS	4.0	3	0.80	.00		# EVENING-OFF-CAMPUS	0400	WINET TERRY	V
BIG BEND					3	0.80	.00					
WHATCOM	ANTHR	220	NORTHWEST COAST INDIANS	5.0	1	0.33	.01	ARR	EVENING-OFF-CAMPUS		DEIRO,J	FT
	HIST	209	NATIVE AMERICAN HISTORY	3.0	16	3.20	.19	W	DAY-OFF-CAMPUS	0200	BOWER,E	FT
WHATCOM					17	3.53	.20					
					431	113.63	4.60					

FOREIGN LANG.

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
PENINSULA	GERM	101	ELEM GERM	5.0	17	5.67	.34	MTWRF	DAY-ON-CAMPUS	1200	FISCH	FT
	GERM	204	INTER GERMAN	5.0	10	3.33	.34	MTWRF	DAY-ON-CAMPUS	0800	QUAST	FT
	LANG	015	SURVIVAL SPAN	2.0	22	2.93	.14	ARR	EVENING-OFF-CAMPUS		MALDONADO	PT
	LANG	015	SPANISH	2.0	13	1.73	.14	ARR	EVENING-OFF-CAMPUS		MALDONADO	PT
	LANG	015	INTRO TO SPANISH	2.0	12	1.60	.14	ARR	EVENING-OFF-CAMPUS		LATHROP	PT
	S C	010	CONVERSATIONAL SPANISH	2.0	27	3.60	.14	ARR	EVENING-OFF-CAMPUS		TOUT	PT
	S C	010	CONVERS SPAN	2.0	17	2.27	.14	T	DAY-OFF-CAMPUS	0100	BONI	PT
	SPAN	101	ELEM SPANISH	5.0	40	13.33	.33	MTWRF	DAY-ON-CAMPUS	1100	MOORE	FT
	SPAN	204	INTR SPANISH	5.0	14	4.67	.33	MTWRF	DAY-ON-CAMPUS	0100	MOORE	FT
PENINSULA					172	39.13	2.04					
GRAYS HARBOR	FINN	011	CONVERSATIONAL FINNISH	1.0	12	0.80	.07	T	EVENING-OFF-CAMPUS	0700	SAARI K	PT
	GERM	101	GERMAN,LANG,LIT,PEOPLE	5.0	19	6.33	.34	MTWRF	DAY-ON-CAMPUS	1200	ENRICO	FT
	NORWG	012	CONVERSATIONAL NORWEGIAN	2.0	17	2.27	.14	W	EVENING-ON-CAMPUS	0630	SIMMONS KATH	PT
	RUSS	101	BEG RUSSIAN	5.0	10	3.33	.08	MTWRF	DAY-ON-CAMPUS	1000	WAGNER	FT
	RUSS	201	INTER RUSSIAN	3.0	2	0.40	.05	MWF	DAY-ON-CAMPUS	0000	WAGNER	FT
	RUSS	292	SPECIAL PROBLEMS	2.0	1	0.13	.01	ARR	DAY-ON-CAMPUS	0000	WAGNER E	V
	SPAN	011	CONVERSATIONAL SPANISH	1.0	14	0.93	.07	W	EVENING-OFF-CAMPUS	0700	DAVIS G	PT
	SPAN	012	CONVERSATIONAL SPANISH	2.0	14	1.87	.14	M	EVENING-ON-CAMPUS	0630	KRAUSE C	PT
	SPAN	101	SPANISH,LANG,LIT,PEOPLE	5.0	35	11.67	.33	MTWRF	DAY-ON-CAMPUS	1000	ENRICO	FT
GRAYS HARBOR					124	27.73	1.23					
OLYMPIC	FRNCH	101	ELEM FRENCH	5.0	27	9.00	.34	MTWRF	DAY-ON-CAMPUS	1000	WAISMAN A	FT
	GERM	101	ELEM GERMAN	5.0	24	8.00	.33	MTWRF	DAY-ON-CAMPUS	1000	MATHIASEN J	FT
	SPAN	101	ELEM SPAN	5.0	24	8.00	.33	MTWRF	DAY-ON-CAMPUS	1100	WAISMAN A	FT
	SPAN	101	ELEM SPAN	5.0	24	8.00	.33	MTWRF	DAY-ON-CAMPUS	0100	WAISMAN A	FT
OLYMPIC					99	33.00	1.33					
SKAGIT VALLEY	FREN	101	FIRST-YR FRENCH I	5.0	18	6.00	.30	M W	EVENING-OFF-CAMPUS	0700	MILLER A	PT
	GERM	101	FRST YEAR GERMAN I	5.0	16	5.33	.30	T R	EVENING-OFF-CAMPUS	0700	PIERCE J	ML
	GERM	201	SECOND YR GERMAN I	5.0	4	1.33	.07	ARR	DAY-OFF-CAMPUS		PIERCE J	ML
	SPAN	011	BEG SPANISH I	3.0	27	5.40	.18	T	EVENING-ON-CAMPUS	0700	PETERSON F	PT
	SPAN	101	1ST-YR SPANISH I	5.0	17	5.67	.25	MTWRF	DAY-ON-CAMPUS	0900	CHAVES P	FT
	SPAN	101	1ST-YR SPANISH I	5.0	24	8.00	.25	MTWRF	DAY-ON-CAMPUS	1000	CHAVES P	FT
	SPAN	101	1ST-YR SPANISH I	5.0	10	3.33	.25	MTWRF	DAY-ON-CAMPUS	1200	CHAVES P	FT
	SPAN	101	BEGINNING SPANISH	5.0	18	6.00	.30	M W	DAY-OFF-CAMPUS	0300	MILLER A	PT
	SPAN	201	2ND YEAR SPANISH I	5.0	9	3.00	.25	MTWRF	DAY-ON-CAMPUS	0100	CHAVES P	FT
SKAGIT VALLEY					143	44.06	2.15					
EVERETT	FRNCH	051	FRENCH	2.2	10	1.47	.13	M	EVENING-OFF-CAMPUS	0700	BUSBY F	CO
	FRNCH	051	FRENCH	1.0	7	0.47	.07	M	EVENING-OFF-CAMPUS	0600	MERCER L	CO

FOREIGN LANG.

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
EVERETT	FRNCH	101	ELEMENTARY FRENCH	5.0	43	14.33	.31	MTWRF	DAY-ON-CAMPUS	1100	SCOTT J	FT
	FRNCH	151	BEG CONVERSATION	2.0	38	5.07	.13	W	EVENING-ON-CAMPUS	0700	FANCHER C	PT
	FRNCH	207	INTERMEDIATE FRENCH	3.0	10	2.00	.17	MWF	DAY-ON-CAMPUS	0100	SCOTT J	FT
	FRNCH	299	SPECIAL PROJECTS	1.0	1	0.07	.00	ARR	DAY-ON-CAMPUS		SCOTT J	FT
	FRNCH	299	SPECIAL PROJECTS	2.0	1	0.13	.02	ARR	DAY-ON-CAMPUS		SCOTT J	FT
	GERM	051	CONVERSATIONAL GERMAN	2.4	10	1.60	.16	T	EVENING-OFF-CAMPUS	0700	RINGLAND R	CO
	GERM	051	CONVERSATIONAL GERMAN	1.0	12	0.80	.07	M	EVENING-OFF-CAMPUS	0600	AYRES B	CO
	GERM	101	ELEMENTARY GERMAN	5.0	35	11.67	.24	MTWRF	DAY-ON-CAMPUS	0900	BJORN B	FT
	GERM	101	ELEMENTARY GERMAN	5.0	9	3.00	.24	MTWRF	DAY-ON-CAMPUS	0100	BJORN B	FT
	GERM	102	ELEMENTARY GERMAN	5.0	1	0.33	.01	ARR	DAY-ON-CAMPUS		BJORN B	V
	GERM	207	INTERMEDIATE GERMAN	3.0	9	1.80	.15	MWF	DAY-ON-CAMPUS	1100	BJORN B	FT
	GERM	299	SPECIAL PROJECTS	2.0	6	0.80	.11	T R	DAY-ON-CAMPUS	1100	BJORN B	FT
	GERM	299	SPECIAL PROJECTS	3.0	2	0.40	.22	T R	DAY-ON-CAMPUS	1100	BJORN B	FT
	GERM	299	SPECIAL PROJECTS	5.0	2	0.67	.04	T R	DAY-ON-CAMPUS	1100	BJORN B	FT
	RUSSN	051	RUSSIAN	3.2	5	1.07	.21	T	EVENING-OFF-CAMPUS	0730	HUEY C	CO
	SPAN	051	CONVERSATIONAL SPANISH	2.4	19	3.04	.16	M	EVENING-OFF-CAMPUS	0730	TREMAINE	CO
	SPAN	051	CONVERSATIONAL SPANISH	1.8	13	1.56	.12	M	EVENING-OFF-CAMPUS	0700	WINKLES S	CO
	SPAN	101	ELEMENTARY SPANISH	5.0	50	16.67	.31	MTWRF	DAY-ON-CAMPUS	1000	SCOTT J	FT
	SPAN	199	SPECIAL PROJECTS	1.0	1	0.07	.01	ARR	DAY-ON-CAMPUS		SCOTT J	V
	SPAN	207	INTERMEDIATE SPANISH	3.0	6	1.20	.14	MWF	DAY-ON-CAMPUS	0900	SCOTT J	FT
	SPAN	299	SPECIAL PROJECTS	1.0	1	0.07	.00	ARR	DAY-ON-CAMPUS		SCOTT J	FT
	SPAN	299	SPECIAL PROJECTS	3.0	2	0.40	.05	ARR	DAY-ON-CAMPUS		SCOTT J	FT
EVERETT					293	68.69	3.07					
EDMONDS	FRNCH	101	ELEMENTARY FRENCH	5.0	37	12.33	.34	MTWR	DAY-ON-CAMPUS	1200	GARCIA A	FT
	GERM	101	ELEMENTARY GERMAN	5.0	27	9.00	.33	T R	EVENING-ON-CAMPUS	0800	REINERT H	PT
	GERM	103	ELEMENTARY GERMAN	5.0	1	0.33	.01	T R	EVENING-ON-CAMPUS	0800	REINERT H	PT
	SPAN	101	ELEMENTARY SPANISH	5.0	28	9.33	.33	MTWRF	DAY-ON-CAMPUS	0900	GARCIA A	FT
	SPAN	101	ELEMENTARY SPANISH	5.0	32	10.67	.33	MTWRF	DAY-ON-CAMPUS	1000	GARCIA A	FT
	SPAN	101	ELEMENTARY SPANISH	5.0	29	9.67	.34	MTWRF	DAY-ON-CAMPUS	1100	RUIZ J	PT
	SPAN	101	ELEMENTARY SPANISH	5.0	34	11.33	.34	T R	EVENING-ON-CAMPUS	0545	RUIZ J	PT
EDMONDS					188	62.66	2.02					
SEATTLE CENT	FRE	101	FIRST YEAR FRENCH	5.0	44	14.67	.33	MTWRF	DAY-ON-CAMPUS	1100	GILBERT	FT
	FRE	101	FIRST YEAR FRENCH	5.0	43	14.33	.32	MTWRF	DAY-ON-CAMPUS	0100	BARKLEY	PT
	FRE	101	FRIST YEAR FRENCH	5.0	47	15.67	.32	T R	EVENING-ON-CAMPUS	0700	BARKLEY	PT
	GER	101	ELEMENTARY GERMAN	5.0	42	14.00	.34	MTWRF	DAY-ON-CAMPUS	1000	GILBERT	FT
	KRI	101	KRIO	5.0	25	8.33	.32	MTWRF	DAY-ON-CAMPUS	0900	SPENCER-WALT	PT
	SPA	101	ELEMENTARY SPANISH	5.0	36	12.00	.33	MTWRF	DAY-ON-CAMPUS	0800	LOSADA	FT
	SPA	101	ELEMENTARY SPANISH	5.0	35	11.67	.34	MTWRF	DAY-ON-CAMPUS	0900	LOSADA	FT
SEATTLE CENT					272	90.67	2.30					

FOREIGN LANG.

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SEATTLE NORTH	CHI	101	CHINESE:INTRO TO LANGUAG	5.0	21	7.00	.26	MTWRF	DAY-ON-CAMPUS	1000	CHONG	PT
	CHI	101	CHINESE:INTRO (MANDARIN)	5.0	31	10.33	.34	M W	EVENING-ON-CAMPUS	0700	CHONG	PT
	CHI	103	CHINESE:(MANDARIN) INTRO	5.0	6	2.00	.08	MTWRF	DAY-ON-CAMPUS	1000	CHONG L	PT
	FRE	101	FIRST YEAR FRENCH	5.0	34	11.33	.34	MTWRF	DAY-ON-CAMPUS	1000	STONE	PT
	FRE	101	FIRST-YEAR FRENCH	5.0	36	12.00	.33	T R	EVENING-ON-CAMPUS	0700	APPLEBAUM L	FT
	FRE	102	FIRST-YEAR FRENCH	5.0	22	7.33	.34	MTWRF	DAY-ON-CAMPUS	0900	APPLEBAUM L	FT
	GER	101	FIRST-YEAR GERMAN	5.0	33	11.00	.34	MWF	DAY-ON-CAMPUS	1100	MADER E	PT
	GER	101	FIRST-YEAR GERMAN	5.0	33	11.00	.34	T R	EVENING-ON-CAMPUS	0700	MADER E	PT
	GER	102	FIRST-YEAR GERMAN	5.0	11	3.67	.33	MTWRF	DAY-ON-CAMPUS	1000	APPLEBAUM L	FT
	SPA	101	FIRST-YEAR SPANISH	5.0	31	10.33	.33	MTWRF	DAY-ON-CAMPUS	0900	MILLHIZER W	FT
	SPA	101	FIRST-YEAR SPANISH	5.0	30	10.00	.33	MTWRF	DAY-ON-CAMPUS	1100	LOSADA R	FT
	SPA	101	FIRST-YEAR SPANISH	5.0	39	13.00	.34	M W	EVENING-ON-CAMPUS	0700	ZAHAJKO C	PT
	SPA	102	FIRST-YEAR SPANISH	5.0	14	4.67	.21	MTWRF	DAY-ON-CAMPUS	1100	MILLHIZER W	FT
	SPA	103	FIRST-YEAR SPANISH	5.0	8	2.67	.12	MTWRF	DAY-ON-CAMPUS	1100	MILLHIZER W	FT
SEATTLE NORTH					349	116.33	4.03					
SEATTLE SOUTH	FRE	101	ELEMENTARY FRENCH	5.0	21	7.00	.32	T R	EVENING-OFF-CAMPUS	0700	KNOLTON	PT
	SPA	101	ELEMENTARY SPANISH	5.0	42	14.00	.32	MTWRF	DAY-ON-CAMPUS	1000	SCHINASI	PT
	SPA	102	ELEMENTARY SPANISH	5.0	7	2.33	.32	MTWRF	DAY-ON-CAMPUS	1200	SCHINASI	PT
SEATTLE SOUTH					70	23.33	.96					
SHORELINE	C ED	061	SPANISH CONVERSATIONAL	2.0	29	3.87	.13	M	EVENING-OFF-CAMPUS	0700	VALENZUELA,R	PT
	C ED	101	NORWEGIAN LEVEL I	2.0	25	3.33	.13	M	EVENING-ON-CAMPUS	0700	QVIGSTAD, K	PT
	FRNCH	101	ELEMENTARY FRENCH	5.0	29	9.67	.34	MTWRF	DAY-ON-CAMPUS	0830	HART, S	FT
	FRNCH	101	ELEMENTARY FRENCH	5.0	33	11.00	.33	MTWRF	DAY-ON-CAMPUS	1130	HART, S	FT
	FRNCH	201	INTERMEDIATE FRENCH	5.0	27	9.00	.33	MTWRF	DAY-ON-CAMPUS	1030	HART, S	FT
	GERMN	101	ELEMENTARY GERMAN	5.0	28	9.33	.33	MTWRF	DAY-ON-CAMPUS	0730	RABURA, M	ML
	GERMN	101	ELEMENTARY GERMAN	5.0	27	9.00	.33	MTWRF	DAY-ON-CAMPUS	1030	RABURA, M	FT
	GERMN	201	INTERMEDIATE GERMAN	5.0	22	7.33	.34	MTWRF	DAY-ON-CAMPUS	0930	RABURA, M	FT
	GERMN	297	SPECIAL PROJECT	1.0	3	0.20	.03	ARR	DAY-ON-CAMPUS		RABURA, M	V
	GERMN	298	SPECIAL PROJECT	2.0	3	0.40	.03	ARR	DAY-ON-CAMPUS		RABURA, M	V
	NOR	101	ELEMENTARY NORWEGIAN	5.0	31	10.33	.33	MTWRF	DAY-ON-CAMPUS	0930	QVIGSTAD, K	PT
	SPAN	101	ELEMENTARY SPANISH	5.0	26	8.67	.34	MTWRF	DAY-ON-CAMPUS	0730	HUNTER, P	FT
	SPAN	101	ELEMENTARY SPANISH	5.0	31	10.33	.33	MTWRF	DAY-ON-CAMPUS	0830	HUNTER, P	FT
	SPAN	101	ELEMENTARY SPANISH	5.0	28	9.33	.33	MTWRF	DAY-ON-CAMPUS	1130	HUNTER, P	FT
	SPAN	101	ELEMENTARY SPANISH	5.0	29	9.67	.33	M W	EVENING-ON-CAMPUS	0710	DUNN, L	PT
	SPAN	297	SPECIAL PROJECT	1.0	1	0.07	.01	ARR	DAY-ON-CAMPUS		HUNTER, P	V
	SPAN	298	SPECIAL PROJECT	2.0	3	0.40	.03	ARR	DAY-ON-CAMPUS		HUNTER, P	V
	SPAN	299	SPECIAL PROJECT	3.0	3	0.60	.03	ARR	DAY-ON-CAMPUS		HUNTER, P	V
SHORELINE					378	112.53	4.05					
BELLEVUE	FRNCH	011	BEGIN CONV FRENCH	3.0	27	5.40	.21	W	EVENING-ON-CAMPUS	0700	BALLARD C	PT

FOREIGN LANG.

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
BELLEVUE	FRNCH	011	BEGIN CONV FRENCH	3.0	26	5.20	.21	W	EVENING-ON-CAMPUS	0700	MALONE M	PT
	FRNCH	013	CONVERSATIONAL FRENCH	3.0	17	3.40	.14	T	EVENING-ON-CAMPUS	0700	ROUSSO D	PT
	FRNCH	014	CONVERSATIONAL FRNCH	3.0	12	2.40	.12	R	EVENING-ON-CAMPUS	0700	LIGNEAU-WILT	PT
	FRNCH	015	CONVERSATIONAL FRENCH	3.0	4	0.80	.04	R	EVENING-ON-CAMPUS	0700	LIGNEAU-WILT	PT
	FRNCH	016	CONVERSATIONAL FRENCH	3.0	1	0.20	.01	R	EVENING-ON-CAMPUS	0700	LIGNEAU-WILT	PT
	FRNCH	017	CONVERSATIONAL FRNCH	3.0	1	0.20	.01	R	EVENING-ON-CAMPUS	0700	LIGNEAU-WILT	PT
	FRNCH	019	CONVERSATIONAL FRENCH	3.0	1	0.20	.01	R	EVENING-ON-CAMPUS	0700	LIGNEAU-WILT	PT
	FRNCH	022	CONVERSATIONAL FRENCH	3.0	2	0.40	.02	R	EVENING-ON-CAMPUS	0700	LIGNEAU-WILT	PT
	FRNCH	101	BEGINNING 1ST YEAR FRNCH	5.0	33	11.00	.34	MTWRF	DAY-ON-CAMPUS	0830	MATKOVICK E	FT
	FRNCH	101	BEGINNING 1ST YR FRNCH	5.0	18	6.00	.17	MTWRF	DAY-ON-CAMPUS	0930	MATKOVICK E	FT
	FRNCH	102	INTER 1ST YR FRNCH FLAP	5.0	17	5.67	.16	MTWRF	DAY-ON-CAMPUS	0930	MATKOVICK E	FT
	FRNCH	103	ADV 1ST YR FRNCH (FLAP)	5.0	6	2.00	.09	MWF	DAY-ON-CAMPUS	1230	MATKOVICK E	FT
	FRNCH	111	BEGINNING 1ST YEAR FRNCH	3.0	33	6.60	.21	W	EVENING-ON-CAMPUS	0700	MATKOVICK E	ML
	FRNCH	113	INTER 1ST YEAR FRENCH	4.0	8	2.13	.07	T	EVENING-ON-CAMPUS	0700	ROUSSO D	PT
	FRNCH	201	BASIC 2D YR FRENCH(FLAP)	5.0	16	5.33	.24	MWF	DAY-ON-CAMPUS	1230	MATKOVICK E	FT
	GERM	011	BEGIN CONV GERMAN	3.0	20	4.00	.13	T	EVENING-ON-CAMPUS	0700	HAGEMEYER E	PT
	GERM	013	CONVERSATIONAL GERMAN	3.0	7	1.40	.12	R	EVENING-ON-CAMPUS	0700	HAGEMEYER E	PT
	GERM	101	BEGINNING 1ST YEAR GERMN	5.0	34	11.33	.35	MTWRF	DAY-ON-CAMPUS	1030	PFISTER F	FT
	GERM	101	BEGIN 1ST YR GERM (FLAP)	5.0	12	4.00	.16	MTWRF	DAY-ON-CAMPUS	0730	PFISTER F	FT
	GERM	102	INTER 1ST YR GERM (FLAP)	5.0	14	4.67	.19	MTWRF	DAY-ON-CAMPUS	0730	PFISTER F	FT
	GERM	104	INDIVIDUAL 1ST YR GERMAN	4.3	17	4.87	.18	MTWRF	DAY-ON-CAMPUS	0830	PFISTER F	FT
	GERM	111	BEGINNING 1ST YR GERMAN	3.0	13	2.60	.08	T	EVENING-ON-CAMPUS	0700	HAGEMEYER E	PT
	GERM	113	INTER 1ST YR GERM	4.0	5	1.33	.09	R	EVENING-ON-CAMPUS	0700	HAGEMEYER E	PT
	GERM	201	BASIC 2D YR GERMAN(FLAP)	5.0	12	4.00	.12	MTWRF	DAY-ON-CAMPUS	0830	PFISTER F	FT
	ITAL	011	BEGIN CONV ITALIAN	3.0	25	5.00	.21	M	EVENING-ON-CAMPUS	0700	BAHM C	PT
	ITAL	014	CONVERSATION ITALIAN	3.0	16	3.20	.21	W	EVENING-ON-CAMPUS	0700	BAHM C	PT
	JAPAN	011	BEGIN CONV JAPANESE	3.0	41	8.20	.21	T	EVENING-ON-CAMPUS	0700	HASEGAWA M	PT
	SPAN	011	BEGIN CONV SPANISH	3.0	11	2.20	.07	M	EVENING-ON-CAMPUS	0700	MERENYI K	PT
	SPAN	011	BEGIN CONV SPANISH	3.0	23	4.60	.21	R	EVENING-ON-CAMPUS	0700	HEARN L	PT
	SPAN	013	CONVERSATIONAL SPANISH	3.0	9	1.80	.11	W	EVENING-ON-CAMPUS	0700	MERENYI K	PT
	SPAN	101	BEGINNING 1ST YEAR SPAN	5.0	30	10.00	.34	MTWRF	DAY-ON-CAMPUS	0730	CUEVAS F	PT
	SPAN	101	BEGINNING 1ST YEAR SPAN	5.0	27	9.00	.20	MTWRF	DAY-ON-CAMPUS	0830	CUEVAS F	PT
	SPAN	102	INTERMED 1ST YR SPANISH	5.0	20	6.67	.14	MTWRF	DAY-ON-CAMPUS	0830	CUEVAS F	PT
	SPAN	111	BEGINNING 1ST YR SPANISH	3.0	21	4.20	.14	M	EVENING-ON-CAMPUS	0700	MERENYI K	PT
	SPAN	113	INTER 1ST YR SPANISH	4.0	8	2.13	.10	W	EVENING-ON-CAMPUS	0700	MERENYI K	PT
	SPAN	201	BASIC 2D YR SPANISH	5.0	18	6.00	.34	MTWRF	DAY-ON-CAMPUS	1030	CUEVAS F	PT
	SWED	011	BEGIN CONV SWEDISH H	3.0	20	4.00	.21	W	EVENING-ON-CAMPUS	0700	FORSSBLAD M	PT
BELLEVUE					625	162.13	5.96					
HIGHLINE	COM	010	BEGIN CONVERSATIONAL GER	2.0	28	3.73	.13	W	EVENING-ON-CAMPUS	0700	LARAMORE I	PT
	COM	011	INTER CONVERSATIONAL GER	2.0	14	1.87	.13	M	EVENING-ON-CAMPUS	0700	LARAMORE I	PT
	COM	012	BEG CONVERSATIONAL FREN	2.0	30	4.00	.13	T	EVENING-ON-CAMPUS	0700	JOSEPH B	PT
	COM	020	BEG CONVERSATIONAL SPAN	2.0	30	4.00	.13	W	EVENING-ON-CAMPUS	0700	ECKHART R	PT
	COM	021	INT CONVERSATIONAL SPAN	2.0	14	1.87	.13	M	EVENING-ON-CAMPUS	0700	BERMAN J	PT

FOREIGN LANG.

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
HIGHLINE	COM	027	BEG CONVERSATIONAL JAPAN	2.0	28	3.73	.13	T	EVENING-ON-CAMPUS	0700	TAKEI N	PT
	COM	032	BEG CONVERSATIONAL ITAL	2.0	31	4.13	.13	R	EVENING-ON-CAMPUS	0700	BAHM C	PT
	FREN	080	CONVERSATIONAL FRENCH	2.0	26	3.47	.13	S	DAY-ON-CAMPUS	0930	NESS B	PT
	FREN	101	ELEMENTARY FRENCH	5.0	32	10.67	.34	MTWRF	DAY-ON-CAMPUS	0800	HOFMANN E	FT
	FREN	101	ELEMENTARY FRENCH	5.0	36	12.00	.34	MTWRF	DAY-ON-CAMPUS	1200	HOEM K	FT
	FREN	102	ELEMENTARY FRENCH	5.0	22	7.33	.33	MTWRF	DAY-ON-CAMPUS	0900	HOEM K	FT
	FREN	201	INTERMEDIATE FRENCH	5.0	8	2.67	.33	MTWRF	DAY-ON-CAMPUS	1100	HOFMANN E	FT
	GER	101	LABORATORY	*	33		.00	T R	DAY-ON-CAMPUS	0830	DUMMY L	CO
	GER	101	LABORATORY	*	23		.00	T R	DAY-ON-CAMPUS	1200	DUMMY L	CO
	GER	101	ELEMENTARY GERMAN	5.0	33	11.00	.25	MTWRF	DAY-ON-CAMPUS	0900	SCHIMMELBUSC	FT
	GER	101	ELEMENTARY GERMAN	5.0	23	7.67	.25	MTWRF	DAY-ON-CAMPUS	1100	SCHIMMELBUSC	FT
	GER	101	LABORATORY	*	31		.00	T R	EVENING-ON-CAMPUS	0630	DUMMY L	CO
	GER	101	ELEMENTARY GERMAN	5.0	31	10.33	.33	T R	EVENING-ON-CAMPUS	0700	TAYLOR E	PT
	GER	102	ELEMENTARY GERMAN	5.0	11	3.67	.25	MTWRF	DAY-ON-CAMPUS	1000	SCHIMMELBUSC	FT
	GER	201	INTERMEDIATE GERMAN	5.0	4	1.33	.25	MTWRF	DAY-ON-CAMPUS	0100	SCHIMMELBUSC	FT
	NOR	101	ELEMENTARY NORWEGIAN	5.0	39	13.00	.33	MTWRF	DAY-ON-CAMPUS	1000	HOEM K	FT
	SPAN	101	ELEMENTARY SPANISH	5.0	31	10.33	.25	MTWRF	DAY-ON-CAMPUS	0900	GATOLENTINO	FT
	SPAN	101	ELEMENTARY SPANISH	5.0	33	11.00	.25	MTWRF	DAY-ON-CAMPUS	1100	GATOLENTINO	FT
	SPAN	101	ELEMENTARY SPANISH	5.0	35	11.67	.33	M W	EVENING-ON-CAMPUS	0700	GATOLENTINO	ML
	SPAN	102	ELEMENTARY SPANISH	5.0	22	7.33	.25	MTWRF	DAY-ON-CAMPUS	1200	GATOLENTINO	FT
	SPAN	201	INTERMEDIATE SPANISH	5.0	9	3.00	.25	MTWRF	DAY-ON-CAMPUS	1000	GATOLENTINO	FT
HIGHLINE					657	149.80	5.37					
GREEN RIVER	FREN	101	ELEMENTARY FRENCH	5.0	27	9.00	.34	MTWRF	DAY-ON-CAMPUS	0900	LOLAND J	FT
	FREN	101	ELEMENTARY FRENCH	5.0	24	8.00	.33	MTWRF	DAY-ON-CAMPUS	1100	LOLAND J	FT
	FREN	201	INTERMEDIATE FRENCH	5.0	11	3.67	.33	MTWRF	DAY-ON-CAMPUS	1000	LOLAND J	FT
	GERM	090	BASIC CONVERSATION	3.0	17	3.40	.19	R	EVENING-ON-CAMPUS	0700	DIRKS R	ML
	GERM	101	ELEMENTARY GERMAN	5.0	25	8.33	.34	MTWRF	DAY-ON-CAMPUS	0900	DIRKS R	FT
	GERM	101	ELEMENTARY GERMAN	5.0	25	8.33	.33	MTWRF	DAY-ON-CAMPUS	1000	DIRKS R	FT
	GERM	201	INTERMEDIATE GERMAN	5.0	7	2.33	.33	MTWRF	DAY-ON-CAMPUS	1100	DIRKS R	FT
	SPAN	090	BASIC CONVERSATION	3.0	22	4.40	.19	T	EVENING-ON-CAMPUS	0700	ROYBAL C	PT
	SPAN	101	ELEMENTARY SPANISH	5.0	31	10.33	.34	MTWRF	DAY-ON-CAMPUS	1000	FRANCO T	FT
	SPAN	101	ELEMENTARY SPANISH	5.0	26	8.67	.33	MTWRF	DAY-ON-CAMPUS	0100	FRANCO T	FT
	SPAN	201	INTERMEDIATE SPANISH	5.0	6	2.00	.33	MTWRF	DAY-ON-CAMPUS	1100	FRANCO T	FT
GREEN RIVER					221	68.46	3.38					
FT STEILACOOM	FREN	051	FREN CONV	2.0	14	1.87	.13	W	EVENING-OFF-CAMPUS	0700	PELUSO M	PT
	FREN	101	FRENCH BEG	5.0	48	16.00	.33	MTWRF	DAY-ON-CAMPUS	0900	BOYDEN	FT
	FREN	290	IND STUDY	1.0	1	0.07	.01	ARR	EVENING-OFF-CAMPUS	ARR	BOYDEN	V
	GERMN	101	GERMAN BEG	5.0	50	16.67	.33	MTWRF	DAY-ON-CAMPUS	1100	BOYDEN	FT
	GERMN	101	GERMAN BEG	5.0	39	13.00	.32	M W	EVENING-ON-CAMPUS	0530	BOYDEN	ML
	GERMN	101	ELEM/GERMAN	5.0	9	3.00	.32	M W	EVENING-OFF-CAMPUS	1930	TORRES U	PT
	JPN	051	JAPANES CONV	2.0	12	1.60	.13	T	EVENING-OFF-CAMPUS	0700	COPELAND F	PT

FOREIGN LANG.

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FT STEILACOOM	NORW	051	NORWEGN CONV	2.0	24	3.20	.12	R	EVENING-OFF-CAMPUS	0700	DALIN N	PT
	NORW	052	NORWEGN CONV	2.0	2	0.27	.01	R	EVENING-OFF-CAMPUS	0700	DALIN N	PT
	SPAN	001	SPAN CONV I	2.0	13	1.73	.13	W	DAY-OFF-CAMPUS	0930	PETERSON F	PT
	SPAN	002	SPAN CONV II	2.0	17	2.27	.13	R	DAY-OFF-CAMPUS	0930	PETERSON F	PT
	SPAN	101	SPANISH BEG	5.0	50	16.67	.32	MTWRF	DAY-ON-CAMPUS	1200	LAWRENCE L	PT
FT STEILACOOM					279	76.35	2.28					
CENTRALIA	ART	157	LETTERING	2.0	12	1.60	.10	R	EVENING-ON-CAMPUS	0700	SCHWARTZ	PT
	CHNS	101	BEG CHINESE	5.0	11	3.67	.34	M W	EVENING-OFF-CAMPUS	0700	CAVENDISH	PT
	CHNS	103	BEG CHINESE	5.0	2	0.67	.34	M W	EVENING-OFF-CAMPUS	0700	CAVENDISH	PT
	FRCH	101	ELEMENTARY	5.0	19	6.33	.34	MTWRF	DAY-ON-CAMPUS	0900	BURGER	PT
	FRCH	101	ELEMENTARY	5.0	27	9.00	.34	MTWRF	DAY-ON-CAMPUS	1100	BURGER	PT
	GERM	101	ELEMENTARY	5.0	22	7.33	.37	MTWRF	DAY-ON-CAMPUS	0900	FREUND	FT
	GERM	101	ELEMENTARY	5.0	23	7.67	.38	MTWRF	DAY-ON-CAMPUS	1000	FREUND	FT
	SPAN	090	TRAVELERS	3.0	20	4.00	.20	T	EVENING-ON-CAMPUS	0630	WALKER	PT
	SPAN	090	TRAVELERS	3.0	16	3.20	.20	W	EVENING-OFF-CAMPUS	0700	ANDERSON	PT
	SPAN	101	ELEMENTARY	5.0	29	9.67	.32	MTWRF	DAY-ON-CAMPUS	1000	YOCOM	PT
	SPAN	101	ELEMENTARY	5.0	11	3.67	.34	MTWRF	DAY-OFF-CAMPUS	1100	MARIBONA	PT
	SPAN	101	ELEMENTARY	5.0	19	6.33	.34	T R	EVENING-OFF-CAMPUS	0730	MARTI	PT
	SPAN	291	SUPVSD/STUDY	1.0	2	0.13	.02	ARR	DAY-ON-CAMPUS	ARR	YOCOM	PT
CENTRALIA					213	63.27	3.63					
LOWER COLUMBIA	FREN	101	ELEMENTARY FRENCH	5.0	32	10.67	.31	M W	EVENING-ON-CAMPUS	0700	TYNAN M	PT
	SPAN	101	ELEM SPANISH	5.0	25	8.33	.31	M W	DAY-ON-CAMPUS	0100	CADMAN O	PT
LOWER COLUMBIA					57	19.00	.62					
CLARK	FREN	101	1ST YR FRENCH	5.0	30	10.00	.16	MTWRF	DAY-ON-CAMPUS	0900	MRAZEK DOUGL	FT
	FREN	101	1ST YR FRENCH	5.0	23	7.67	.15	M W	EVENING-ON-CAMPUS	0700	MRAZEK DOUGL	FT
	FREN	101	1ST YR FRENCH	5.0	8	2.67	.33	ARR	DAY-OFF-CAMPUS	ARR	FRANKLIN C	CO
	FREN	101	FRENCH	5.0	20	6.67	.33	ARR	DAY-OFF-CAMPUS	ARR	PILON D	CO
	FREN	102	1ST YR FRENCH	5.0	1	0.33	.01	M W	EVENING-ON-CAMPUS	0700	MRAZEK DOUGL	FT
	FREN	103	1ST YR FRENCH	5.0	1	0.33	.01	M W	EVENING-ON-CAMPUS	0700	MRAZEK DOUGL	FT
	FREN	201	2ND YR FRENCH	3.0	7	1.40	.10	MWF	DAY-ON-CAMPUS	1100	MRAZEK DOUGL	FT
	FREN	204	CONTIN D STDY	2.0	5	0.67	.07	ARR	DAY-ON-CAMPUS	ARR	MRAZEK DOUGL	FT
	GERM	100	GERMAN AREA ST	5.0	1	0.33	.01	MTWRF	DAY-ON-CAMPUS	0900	BEAVER N	PT
	GERM	100	GERMAN AREA ST	5.0	1	0.33	.01	MTWRF	DAY-ON-CAMPUS	1000	BEAVER N	PT
	GERM	100	GERMAN AREA ST	4.4	7	2.05	.05	M W	EVENING-ON-CAMPUS	0700	STINGLE R	PT
	GERM	101	1ST YR GERMAN	3.1	15	3.10	.15	MTWRF	DAY-ON-CAMPUS	0900	BEAVER N	PT
	GERM	101	1ST YR GERMAN	3.5	18	4.20	.17	MTWRF	DAY-ON-CAMPUS	1000	BEAVER N	PT
	GERM	101	1ST YR GERMAN	2.3	8	1.23	.06	M W	EVENING-ON-CAMPUS	0700	STINGLE R	PT
	GERM	102	1ST YR GERMAN	3.0	1	0.20	.01	MTWRF	DAY-ON-CAMPUS	0900	BEAVER N	PT
	GERM	102	1ST YR GERMAN	5.0	1	0.33	.01	MTWRF	DAY-ON-CAMPUS	1000	BEAVER N	PT

FOREIGN LANG

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
CLARK	GERM	102	1ST YR GERMAN	2.2	6	0.88	.04	M W	EVENING-ON-CAMPUS	0700	STINGLE R	PT
	GERM	103	1ST YR GERMAN	3.3	3	0.66	.03	MTWRF	DAY-ON-CAMPUS	1000	BEAVER N	PT
	GERM	103	1ST YR GERMAN	3.0	1	0.20	.01	M W	EVENING-ON-CAMPUS	0700	STINGLE R	PT
	GERM	201	2ND YR GERMAN	3.0	4	0.80	.04	MTWRF	DAY-ON-CAMPUS	0900	BEAVER N	PT
	GERM	201	2ND YR GERMAN	5.0	1	0.33	.01	MTWRF	DAY-ON-CAMPUS	1000	BEAVER N	PT
	GERM	203	2ND YR GERMAN	5.0	1	0.33	.01	MTWRF	DAY-ON-CAMPUS	0900	BEAVER N	PT
	GERM	203	2ND YR GERMAN	5.0	1	0.33	.01	MTWRF	DAY-ON-CAMPUS	1000	BEAVER N	PT
	SPAN	101	1ST YR SPANISH	5.0	37	12.33	.14	MTWRF	DAY-ON-CAMPUS	1000	CALVERT JOHN	FT
	SPAN	101	1ST YR SPANISH	5.0	32	10.67	.15	T R	EVENING-ON-CAMPUS	0700	CALVERT JOHN	FT
	SPAN	101	1ST YR SPANISH	5.0	12	4.00	.33	ARR	DAY-OFF-CAMPUS	ARR	FLYNN P	CO
	SPAN	101	1ST YR SPANISH	5.0	22	7.33	.33	ARR	DAY-OFF-CAMPUS	ARR	HICKS S	CO
	SPAN	102	1ST YR SPANISH	3.4	20	4.53	.12	MTWRF	DAY-ON-CAMPUS	1100	CALVERT JOHN	FT
	SPAN	103	1ST YR SPANISH	3.0	5	1.00	.03	MTWRF	DAY-ON-CAMPUS	1100	CALVERT JOHN	FT
	SPAN	201	2ND YR SPANISH	2.8	11	2.05	.19	MWF	DAY-ON-CAMPUS	0800	CALVERT JOHN	ML
	SPAN	204	SUPPL ST SPAN	2.0	3	0.40	.06	ARR	DAY-ON-CAMPUS	ARR	CALVERT JOHN	FT
CLARK					306	87.35	3.13					
WENATCHEE VAL	FREN	101	ELEM FREN	5.0	26	8.67	.30	MTWRF	DAY-ON-CAMPUS	0900	RACY E	FT
	GERM	101	ELEM GERMAN	5.0	1	0.33	.12	ARR	DAY-ON-CAMPUS	ARR	WALTERS C	FT
	GERM	102	ELEM GERMAN	5.0	1	0.33	.11	ARR	DAY-ON-CAMPUS	ARR	WALTERS C	FT
	GERM	103	ELEM GERMAN	5.0	1	0.33	.11	ARR	DAY-ON-CAMPUS	ARR	WALTERS C	FT
	SPAN	101	ELEM SPANISH	5.0	24	8.00	.11	MTWRF	DAY-ON-CAMPUS	1100	WALTERS C	FT
	SPAN	101	ELEM SPANISH	5.0	22	7.33	.11	MTWRF	DAY-ON-CAMPUS	1000	WALTERS C	FT
	SPAN	101	ELEM SPANISH BPO	5.0	17	5.67	.11	ARR	EVENING-ON-CAMPUS	ARR	WALTERS C	FT
	SPAN	103	ELEM SPANISH	5.0	3	1.00	.11	ARR	EVENING-ON-CAMPUS	ARR	WALTERS C	FT
	SPAN	114	CONV SPANISH	3.0	15	3.00	.16	M	EVENING-OFF-CAMPUS	0700	RAWSON J	PT
	SPAN	115	CONV SPANISH	3.0	1	0.20	.01	M	EVENING-OFF-CAMPUS	0700	RAWSON J	PT
	SPAN	204	INT SPANISH	5.0	17	5.67	.11	MTWRF	DAY-ON-CAMPUS	1200	WALTERS C	FT
WENATCHEE VAL					128	40.53	1.36					
YAKIMA VALLEY	FLANG	199	ELEM DUTCH I	3.0	10	2.00	.19	T	EVENING-OFF-CAMPUS	0700	STACEY E	PT
	GERM	101	BEGIN GERMAN-I	5.0	26	8.67	.28	MTWRF	DAY-ON-CAMPUS	0830	UHLMAN J	FT
	GERM	204	INTER GERMAN-IV	5.0	3	1.00	.28	MTWRF	DAY-ON-CAMPUS	0930	UHLMAN J	FT
	GERM	205	INTER GERMAN-V	5.0	1	0.33	.01	MTWRF	DAY-ON-CAMPUS	0930	UHLMAN J	V
	GERM	206	INTER GERMAN-VI	5.0	1	0.33	.01	MTWRF	DAY-ON-CAMPUS	0930	UHLMAN J	V
	SPAN	101	BEGIN SPANISH-I	5.0	26	8.67	.25	MTWRF	DAY-ON-CAMPUS	0830	PINON R	FT
	SPAN	101	BEGIN SPANISH-I	5.0	33	11.00	.25	MTWRF	DAY-ON-CAMPUS	0930	PINON R	FT
	SPAN	101	BEGIN SPANISH-I	5.0	32	10.67	.25	MTWRF	DAY-ON-CAMPUS	1030	PINON R	FT
	SPAN	101	BEGIN SPANISH-I	5.0	27	9.00	.25	MTWRF	DAY-ON-CAMPUS	1130	PINON R	FT
	SPAN	111	CONVERSATION SPANISH-I	3.0	32	6.40	.19	M	EVENING-ON-CAMPUS	0430	PINON R	ML
	SPAN	111	CONVERSATION SPANISH-I	3.0	18	3.60	.19	T R	EVENING-ON-CAMPUS	0700	PINON R	ML
	SPAN	111	CONVERSATION SPANISH-I	3.0	24	4.80	.19	T R	EVENING-ON-CAMPUS	0630	DODSON W	ML
	SPAN	111	CONVERSATION SPANISH-I	3.0	26	5.20	.19	T	EVENING-OFF-CAMPUS	0700	DIAZ A	PT

FOREIGN LANG.

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
YAKIMA VALLEY	SPAN	111	CONVERSATION SPANISH-I	3.0	29	5.80	.19	W	EVENING-OFF-CAMPUS	0630	RODRIGUEZ R	PT
	SPAN	111	CONVERSATION SPANISH-I	3.0	12	2.40	.19	M	EVENING-OFF-CAMPUS	0630	RODRIGUEZ R	PT
	SPAN	111	CONVERSATION SPANISH-I	3.0	10	2.00	.19	W	EVENING-OFF-CAMPUS	0700	DIAZ A	PT
	SPAN	112	CONVERSATION SPANISH-II	3.0	20	4.00	.19	T R	EVENING-ON-CAMPUS	0630	DODSON W	ML
	SPAN	114	INTER CONVER SPANISH-I	3.0	16	3.20	.19	T	EVENING-ON-CAMPUS	0630	AABERG E	PT
	SPAN	204	INTER SPANISH-IV	5.0	2	0.67	.02	MTWRF	DAY-ON-CAMPUS	1230	PINON R	V
	SPAN	209	CONVERSAT SPAN-I	3.0	27	5.40	.19	M	EVENING-ON-CAMPUS	0630	LEIVA R	PT
YAKIMA VALLEY					375	95.14	3.69					
SPOKANE	FRNCH	101	BEG FRENCH	5.0	36	12.00	.33	MTWRF	DAY-ON-CAMPUS	0930	ZOLTAK M	FT
SPOKANE					36	12.00	.33					
SPOKANE FALLS	FRNCH	101	ELEM FRENCH	5.0	35	11.67	.34	MTWRF	DAY-ON-CAMPUS	0830	SMITH E	FT
	FRNCH	101	ELEM FRENCH	5.0	34	11.33	.33	MTWRF	DAY-ON-CAMPUS	1130	SMITH E	FT
	FRNCH	201	INTER FRENCH	5.0	10	3.33	.33	MTWRF	DAY-ON-CAMPUS	0930	SMITH E	FT
	FRNLG	001	FRENCH CONVERSATIONAL I	1.8	11	1.32	.13	T	EVENING-ON-CAMPUS	0700	ZOLTAK M	PT
	FRNLG	004	CONV GERMAN	1.5	15	1.50	.11	R	EVENING-OFF-CAMPUS	0700	WEIR M	PT
	FRNLG	007	ITALIAN CONVERSATION	1.8	20	2.40	.13	T	EVENING-ON-CAMPUS	0700	BARBANTI T	PT
	FRNLG	012	NORWEGIAN	1.8	16	1.92	.13	M	EVENING-ON-CAMPUS	0700	GUNDERSON A	PT
	FRNLG	018	SPANISH CONVERSATIONAL	1.8	15	1.80	.13	W	EVENING-ON-CAMPUS	0700	LORENSON A	PT
	FRNLG	018	SPANISH CONVERSATION	1.8	19	2.28	.13	T	EVENING-ON-CAMPUS	0700	GONZALES E	PT
	GERMN	101	ELEM GERMAN	5.0	31	10.33	.30	MTWRF	DAY-ON-CAMPUS	0830	HEISS LJ	FT
	GERMN	101	ELEM GERMAN	5.0	27	9.00	.29	MTWRF	DAY-ON-CAMPUS	1030	HEISS LJ	FT
	GERMN	150	GERMN-FILM	2.0	14	1.87	.08	T R	DAY-ON-CAMPUS	1130	HEISS LJ	FT
	GERMN	201	INTER GERMAN	5.0	12	4.00	.29	MTWRF	DAY-ON-CAMPUS	0930	HEISS LJ	FT
	GERMN	250	GERMN-FILM	2.0	7	0.93	.04	M W	DAY-ON-CAMPUS	1130	HEISS LJ	FT
	SPAN	101	ELEM SPANISH	5.0	34	11.33	.34	MTWRF	DAY-ON-CAMPUS	1030	CARPER M	FT
	SPAN	101	ELEM SPANISH	5.0	33	11.00	.33	MTWRF	DAY-ON-CAMPUS	1130	CARPER M	FT
	SPAN	201	INTER SPANSH	5.0	20	6.67	.33	MTWRF	DAY-ON-CAMPUS	0830	CARPER M	FT
SPOKANE FALLS					353	92.68	3.76					
BIG BEND	FRE	101	ELEM FRENCH	5.0	20	6.67	.34	MTWR	DAY-ON-CAMPUS	0915	ELLIS	FT
	GER	101	ELEM GERMAN	5.0	28	9.33	.33	MTWR	DAY-ON-CAMPUS	0100	ELLIS	FT
	SPA	050	BEG CONV SPAN	2.0	21	2.80	.14	M	EVENING-OFF-CAMPUS	0700	MACDONALD	PT
	SPA	050	CONV SPANISH	2.0	18	2.40	.14	W	EVENING-OFF-CAMPUS	0700	EARL	PT
	SPA	050	CONV SPANISH	2.0	12	1.60	.14	W	EVENING-OFF-CAMPUS	0700	MACDONALD	PT
	SPA	050	CONV SPANISH	2.0	11	1.47	.14	R	EVENING-OFF-CAMPUS	0700	PEROMO	PT
	SPA	051	CONV SPANISH	2.0	10	1.33	.14	T	EVENING-OFF-CAMPUS	0700	MACDONALD	PT
	SPA	101	ELEM SPANISH	5.0	25	8.33	.33	MTWR	DAY-ON-CAMPUS	1030	ELLIS	FT
BIG BEND					145	33.93	1.70					

FOREIGN LANG.

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
COLUMBIA BASIN	FR	101	FRENCH 1ST QTR	5.0	20	6.67	.32	MTWRF	DAY-ON-CAMPUS	1200	WALL, A	PT
	FR	101	FRENCH 1ST QTR	5.0	23	7.67	.27	T R	EVENING-OFF-CAMPUS	0730	BARNHART, A	PT
	FR	199	FRENCH CONVERS	5.0	6	2.00	.07	T R	EVENING-OFF-CAMPUS	0730	BARNHART, A	PT
	FR	220	FRENCH INTERMED	5.0	1	0.33	.02	MTWRF	DAY-ON-CAMPUS	1200	WALL, A	PT
	GER	101	GERMAN 1ST QTR	5.0	21	7.00	.32	MTWRF	DAY-ON-CAMPUS	1000	FINKBEINER	PT
	GER	102	GERMAN 2ND QTR	5.0	2	0.67	.00	MTWRF	DAY-ON-CAMPUS	1000	FINKBEINER	PT
	GER	220	GERMAN INTERMED	5.0	1	0.33	.02	MTWRF	DAY-ON-CAMPUS	1000	FINKBEINER	PT
	SNR	009	CONV SPANISH I	3.0	23	4.60	.20	M W	DAY-OFF-CAMPUS	0930	SPACE, G	PT
	SPA	101	SPANISH 1ST QTR	5.0	34	11.33	.34	MTWRF	DAY-ON-CAMPUS	0900	DEVINE, J	PT
	SPA	101	SPANISH 1ST QTR	5.0	30	10.00	.34	MTWRF	DAY-ON-CAMPUS	1200	ESMIOL, M	PT
	SPA	101	SPANISH 1ST QTR	5.0	22	7.33	.25	M W	EVENING-ON-CAMPUS	0730	MORRISSETTE	PT
	SPA	101	SPANISH 1ST QTR	5.0	1	0.33	.01	M	EVENING-OFF-CAMPUS	0700	DAZA, L	PT
	SPA	102	SPANISH 2ND QTR	5.0	3	1.00	.04	M W	EVENING-ON-CAMPUS	0730	MORRISSETTE	PT
	SPA	150	CONVERSA SPANISH	5.0	6	2.00	.34	T R	EVENING-OFF-CAMPUS	0700	GIMENEZ, J	PT
	SPA	150	CONVERSA SPANISH	3.0	13	2.60	.19	M	EVENING-OFF-CAMPUS	0700	DAZA, LEONA	PT
	SPA	220	SPANISH INTERMED	5.0	4	1.33	.05	M W	EVENING-ON-CAMPUS	0730	MORRISSETTE	PT
COLUMBIA BASIN					210	65.19	2.78					
WALLA WALLA	FREN	101	BEGINNING FRENCH	5.0	25	8.33	.16	MTWRF	DAY-ON-CAMPUS	0830	BURGESS,E.	FT
	FREN	201	INTERMEDIATE FRENCH	5.0	7	2.33	.16	ARR	DAY-ON-CAMPUS	ARR	BURGESS,E.	FT
	GER	101	BEGINNING GERMAN	5.0	3	1.00	.16	MTWRF	DAY-ON-CAMPUS	1030	BURGESS,E.	FT
	GER	201	INTERMEDIATE GERMAN	5.0	1	0.33	.16	ARR	DAY-ON-CAMPUS	ARR	BURGESS,E.	FT
	GER	299	SPECIAL PROBLEMS GERMAN	3.0	1	0.20	.09	ARR	DAY-ON-CAMPUS	ARR	BURGESS,E.	FT
	SPAN	047	BEG CONV SPANISH	3.0	20	4.00	.17	M	EVENING-ON-CAMPUS	0700	HENDERSON,S.	PT
	SPAN	047	CONV SPANISH	3.0	8	1.60	.17	R	DAY-OFF-CAMPUS	0100	HENDERSON,S.	PT
	SPAN	047	BEG CONV SPANISH	3.0	8	1.60	.17	W	EVENING-ON-CAMPUS	0700	HENDERSON,S.	PT
	SPAN	101	BEGINNING SPANISH I	5.0	29	9.67	.15	TWR	DAY-ON-CAMPUS	0930	MARTINEZ,C.	FT
	SPAN	101	BEG SPANISH I	5.0	17	5.67	.15	ARR	DAY-ON-CAMPUS	ARR	MARTINEZ,C.	FT
	SPAN	101	BEG SPANISH	5.0	27	9.00	.29	T R	EVENING-OFF-CAMPUS	0600	VELEZ,P.	PT
	SPAN	102	SPANISH	5.0	1	0.33	.05	ARR	DAY-ON-CAMPUS	ARR	MARTINEZ,C.	FT
	SPAN	103	SPANISH	5.0	1	0.33	.05	ARR	DAY-ON-CAMPUS	ARR	MARTINEZ,C.	FT
	SPAN	201	INTERMEDIATE SPANISH I	5.0	9	3.00	.10	TWR	DAY-ON-CAMPUS	0830	MARTINEZ,C.	FT
WALLA WALLA					157	47.39	2.03					
WHATCOM	GERM	101	GERMAN I	5.0	13	4.33	.33	T R	EVENING-OFF-CAMPUS	0700	TAGLIABUE,P	PT
	SPAN	101	SPANISH I	5.0	26	8.67	.33	M W	EVENING-OFF-CAMPUS	0700	TAGLIABUE,P	PT
WHATCOM					39	13.00	.66					
TACOMA	FREN	020	BEGINNING CONVERS FRENCH	2.0	32	4.27	.14	M	EVENING-ON-CAMPUS	0700	DESBERG R	PT
	FREN	020	CONVERSATIONAL FRENCH	2.0	11	1.47	.14	T	EVENING-OFF-CAMPUS	0700	KOSSOVA E	PT
	FREN	101	ELEMENTARY FRENCH	5.0	30	10.00	.32	MTWRF	DAY-ON-CAMPUS	1030	MOLITORISZ J	PT
	FREN	102	ELEM FRENCH	5.0	3	1.00	.03	MTWRF	DAY-ON-CAMPUS	1030	MOLITORISZ J	PT

FOREIGN LANG.

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CPED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
TACOMA	GERM	020	BEG CONVERSATION GERMAN	2.0	16	2.13	.14	W	EVENING-ON-CAMPUS	0700	KOSSOVA E	PT
	GERM	101	ELEMENTARY GERMAN	5.0	24	8.00	.29	M W	DAY-ON-CAMPUS	0800	MOLITORISZ J	PT
	GERM	102	ELEMENTARY GERMAN	5.0	5	1.67	.06	M W	DAY-ON-CAMPUS	0800	MOLITORISZ J	PT
	ITAL	020	BEG CONV ITALIAN	2.0	16	2.13	.14	T	EVENING-ON-CAMPUS	0700	KODAMA I	PT
	SPAN	020	CONVERSATIONAL SPANISH	2.0	37	4.93	.14	W	EVENING-ON-CAMPUS	0700	MACIAS C	PT
	SPAN	020	BEG CONVERSATION SPANISH	2.0	11	1.47	.14	T	EVENING-OFF-CAMPUS	0700	MACIAS C	PT
	SPAN	101	ELEMENTARY SPANISH	5.0	21	7.00	.26	MTWRF	DAY-ON-CAMPUS	0830	WALMER K	PT
	SPAN	101	ELEMENTARY SPANISH	5.0	24	8.00	.32	MTWRF	DAY-ON-CAMPUS	1130	WALMER K	PT
	SPAN	101	ELEMENTARY SPANISH	5.0	27	9.00	.25	M W.	EVENING-ON-CAMPUS	0700	O'NEIL F	PT
	SPAN	102	ELEMENTARY SPANISH	5.0	7	2.33	.09	MTWRF	DAY-ON-CAMPUS	0830	WALMER K	PT
	~~SPAN~~	~~102~~	~~ELEMENTARY SPANISH~~	~~5.0~~	~~2~~	~~0.67~~	~~.03~~	~~MTWRF~~	~~DAY-ON-CAMPUS~~	~~1130~~	~~WALMER K~~	~~PT~~
	SPAN	102	ELEMENTARY SPANISH	5.0	11	3.67	.10	M W	EVENING-ON-CAMPUS	0700	O'NEIL F	PT
	SPAN	103	ELEMENTARY SPANISH	5.0	1	0.33	.02	MTWRF	DAY-ON-CAMPUS	1030	FAYE M	FT
	SPAN	111	READ KNOWLEDGE SPANISH	1.0	1	0.07	.01	ARR	DAY-ON-CAMPUS		FAYE M	V
	SPAN	201	INTERMED SPANISH	5.0	10	3.33	.19	MTWRF	DAY-ON-CAMPUS	1030	FAYE M	FT
	SPAN	299	CONTEMP LATIN/AMER WRTRS	3.0	1	0.20	.01	ARR	DAY-ON-CAMPUS		FAYE M	V
TACOMA					290	71.67	2.82					
					6,179	1,716.02	66.68					

HISTORY

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
PENINSULA	HIST	110	WESTERN CIVIL I	5.0	12	4.00	.33	MTWRF	DAY-ON-CAMPUS	0800	FISCH	FT
	HIST	190	AFRICA-S OF SAHARAS	3.0	26	5.20	.20	M	EVENING-ON-CAMPUS	0700	RENNIE	PT
	HIST	210	LATIN AMERICA	5.0	19	6.33	.34	MTWRF	DAY-ON-CAMPUS	0900	MOORE	FT
	HIST	260	U.S. TO 1840	5.0	13	4.33	.33	MTWRF	DAY-ON-CAMPUS	1000	FISCH	FT
PENINSULA					70	19.86	1.20					
GRAYS HARBOR	HIST	101	WESTERN CIVILIZATION	5.0	16	5.33	.31	MTWRF	DAY-ON-CAMPUS	1000	CREW	FT
	HIST	101	WESTERN CIVILIZATION	5.0	13	4.33	.32	MTWRF	DAY-ON-CAMPUS	1100	CREW	FT
	HIST	241	UNITED STATES HISTORY	5.0	34	11.33	.34	MTWRF	DAY-ON-CAMPUS	0900	PEDERSON	FT
	HIST	241	UNITED STATES HISTORY	5.0	50	16.67	.50	MTWRF	DAY-ON-CAMPUS	1100	PEDERSON	FT
	HIST	241	UNITED STATES HISTORY	3.0	21	4.20	.20	T	EVENING-ON-CAMPUS	0600	PEDERSEN L	ML
	HIST	264	PACIFIC NW HISTORY	5.0	35	11.67	.33	MTWRF	DAY-ON-CAMPUS	0800	PEDERSON	FT
	HIST	264	PACIFIC NW HISTORY	5.0	27	9.00	.27	MTWRF	DAY-ON-CAMPUS	0900	BASICH	FT
	HIST	292	SPECIAL PROBLEMS	2.0	1	0.13	.01	ARR	DAY-ON-CAMPUS	0000	PEDERSEN L	V
	SR ED	085	LIVING HISTORY	2.0	12	1.60	.14	W	EVENING-OFF-CAMPUS	0700	RICE L	PT
GRAYS HARBOR					209	64.26	2.35					
OLYMPIC	HIST	080	WASH STATE	3.0	8	1.60	.08	R	EVENING-OFF-CAMPUS	0630	SWEET J	PT
	HIST	080	WASH STATE	3.0	5	1.00	.06	R	EVENING-OFF-CAMPUS	0630	BYERS B	PT
	HIST	080	WASH STATE	3.0	1	0.20	.01	ARR	DAY-OFF-CAMPUS	ARR	HAM DIL HOU	PT
	HIST	080	WASH STATE	3.0	4	0.80	.05	M W	EVENING-OFF-CAMPUS	0630	TAYLOR J	PT
	HIST	080	WASH STATE	3.0			.01	ARR	DAY-OFF-CAMPUS	ARR	DILLON L	PT
	HIST	080	WASH STATE	3.0			.01	ARR	DAY-OFF-CAMPUS	ARR	HOUCK S	PT
	HIST	081	US HIST 1	3.0	5	1.00	.05	R	EVENING-OFF-CAMPUS	0630	SWEET J	PT
	HIST	081	US HIST 1	3.0	4	0.80	.04	R	EVENING-OFF-CAMPUS	0630	BYERS B	PT
	HIST	081	US HIST 1	3.0	2	0.40	.01	ARR	DAY-OFF-CAMPUS	ARR	HAM DIL HOU	PT
	HIST	081	US HIST 1	3.0	1	0.20	.01	M W	EVENING-OFF-CAMPUS	0630	TAYLOR J	PT
	HIST	081	US HIST 1	3.0			.01	ARR	DAY-OFF-CAMPUS	ARR	DILLON L	PT
	HIST	081	US HIST 1	3.0			.01	ARR	DAY-OFF-CAMPUS	ARR	HOUCK S	PT
	HIST	082	US HIST 2	3.0	3	0.60	.03	R	EVENING-OFF-CAMPUS	0630	SWEET J	PT
	HIST	082	US HIST 2	3.0	7	1.40	.09	R	EVENING-OFF-CAMPUS	0630	BYERS B	PT
	HIST	082	US HIST 2	3.0	2	0.40	.01	ARR	DAY-OFF-CAMPUS	ARR	HAM DIL HOU	PT
	HIST	082	US HIST 2	3.0	3	0.60	.04	M W	EVENING-OFF-CAMPUS	0630	TAYLOR J	PT
	HIST	082	US HIST 2	3.0			.01	ARR	DAY-OFF-CAMPUS	ARR	DILLON L	PT
	HIST	082	US HIST 2	3.0			.01	ARR	DAY-OFF-CAMPUS	ARR	HOUCK S	PT
	HIST	101	WEST CIVILZ	5.0	40	13.33	.26	MTWRF	DAY-ON-CAMPUS	0900	SCHAEFFER P	FT
	HIST	101	WEST CIVILZ	5.0	45	15.00	.36	M W	EVENING-ON-CAMPUS	0710	SCHAEFFER M	PT
	HIST	102	WEST. CIVILZ	5.0	17	5.67	.26	MTWRF	DAY-ON-CAMPUS	1100	SCHAEFFER P	FT
	HIST	104	US TO 1865	5.0	36	12.00	.34	MTWRF	DAY-ON-CAMPUS	1200	ERICKSEN R	FT
	HIST	104	US TO 1865	5.0	45	15.00	.26	T R	EVENING-ON-CAMPUS	0710	SCHAEFFER P	FT
	HIST	105	US FRM 1865	5.0	46	15.33	.33	MTWRF	DAY-ON-CAMPUS	0800	ERICKSEN R	FT
	HIST	198	CONNECTIONS	3.0	18	3.60	.09	R	EVENING-ON-CAMPUS	0445	SCHAEFFER P	FT
	HIST	250	PAC NW/WASH	5.0	39	13.00	.33	MTWRF	DAY-ON-CAMPUS	1000	ERICKSEN R	FT

HISTORY

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
OLYMPIC					331	101.93	2.78					
SKAGIT VALLEY	HIST	101	WORLD CIVILIZATN I	5.0	16	5.33	.34	MTWRF	DAY-ON-CAMPUS	0800	MCLATCHY P	PT
	HIST	101	WORLD CIVILIZATN I	5.0	23	7.67	.30	MTWRF	DAY-ON-CAMPUS	0900	FORBES B	PT
	HIST	101	WORLD CIVILIZATN I	5.0	37	12.33	.33	MTWRF	DAY-ON-CAMPUS	1200	MCLATCHY P	FT
	HIST	101	WORLD CIVILIZATN I	5.0	5	1.67	.04	T	EVENING-ON-CAMPUS	0700	DELANEY G	ML
	HIST	101	WORLD CIVILIZATN I	5.0	30	10.00	.39	M W	DAY-OFF-CAMPUS	0900	FOLSOM R	FT
	HIST	102	HISTORY FIELD STUDY	5.0	20	6.67	.31	MTWRF	DAY-ON-CAMPUS	0200	DURSCH R	FT
	HIST	102	WORLD CIVILIZATN 2	5.0	1	0.33	.01	T	EVENING-ON-CAMPUS	0700	DELANEY G	ML
	HIST	103	WORLD CIVILIZATN 3	5.0	2	0.67	.01	T	EVENING-ON-CAMPUS	0700	DELANEY G	ML
	HIST	104	CONNECTIONS:TECH & CHNG	5.0	11	3.67	.05	T	EVENING-ON-CAMPUS	0700	DELANEY G	ML
	HIST	121	HIST ANCNT EGYPT	3.0	14	2.80	.23	T	EVENING-OFF-CAMPUS	0700	FOLSOM R	FT
	HIST	121	DUMMY SECTION	*			.08	T	EVENING-OFF-CAMPUS	0700	PARSONS H	PT
	HIST	130	SHOGUN:JAPAN HISTORY	5.0	25	8.33	.13	T	DAY-ON-CAMPUS	0700	DELANEY G	ML
	HIST	201	AMERICAN HISTORY I	5.0	43	14.33	.33	MTWRF	DAY-ON-CAMPUS	1000	MCLATCHY P	FT
	HIST	201	AMERICAN HISTORY I	5.0	3	1.00	.01	T	EVENING-ON-CAMPUS	0700	DELANEY G	ML
	HIST	201	AMERICAN HISTORY I	5.0	19	6.33	.38	M W	DAY-OFF-CAMPUS	0200	FOLSOM R	FT
	HIST	202	AMERICAN HISTORY 2	5.0	4	1.33	.02	T	EVENING-ON-CAMPUS	0700	DELANEY G	ML
	HIST	253	SHOGUN:JAPAN HIST&CULT	3.0	11	2.20	.03	T	EVENING-ON-CAMPUS	0700	DELANEY G	ML
SKAGIT VALLEY					264	84.66	2.99					
EVERETT	HIST	033	PRE COLLEGE AMER HISTORY	5.0	2	0.67	.01	T R	EVENING-OFF-CAMPUS	0630	SIMPSON R	PT
	HIST	033	PRE COLLEGE AMER HISTORY	5.0	10	3.33	.07	MTWRF	DAY-ON-CAMPUS	0900	WHITE K	FT
	HIST	033	PRE COLLEGE AMER HISTORY	5.0	8	2.67	.06	MTWR	EVENING-ON-CAMPUS	0630	WHITE K	FT
	HIST	040	US HISTORY	3.2	19	4.09	.21	M	EVENING-OFF-CAMPUS	0700	AMUNDSON F	CO
	HIST	100	HIST WE CIVIL/ANCI-MEDIE	5.0	40	13.33	.34	MTWRF	DAY-ON-CAMPUS	0900	DAY R	FT
	HIST	100	HIST WE CIVIL/ANCI-MEDIE	5.0	35	11.67	.33	MTWRF	DAY-ON-CAMPUS	1000	DAY R	FT
	HIST	100	HIST WE CIVIL/ANCI-MEDIE	5.0	16	5.33	.34	MTWRF	DAY-ON-CAMPUS	1100	ERICKSON D	FT
	HIST	100	HIST WE CIVIL/ANCI-MEDIE	5.0	39	13.00	.33	M W	EVENING-ON-CAMPUS	0700	ERICKSON D	FT
	HIST	101	HIST WE CIVIL/MOD EUROPE	5.0	19	6.33	.33	MTWRF	DAY-ON-CAMPUS	1200	DAY R	FT
	HIST	102	HIST WE CIVIL/MODERN WOR	5.0	14	4.67	.33	M W	DAY-ON-CAMPUS	0100	ERICKSON D	FT
	HIST	151	AMER CIVL 1/BEG TO JEFFR	5.0	37	12.33	.34	MTWRF	DAY-ON-CAMPUS	1100	MCCOURT D	FT
	HIST	151	AMER CIVL 1/BEG TO JEFFR	5.0	25	8.33	.32	MTWR	EVENING-ON-CAMPUS	0600	GASKIN T	FT
	HIST	152	AMER CIVL 11/JEFR TO BRY	5.0	17	5.67	.32	MTWRF	DAY-ON-CAMPUS	1000	GASKIN T	FT
	HIST	153	AMER CIVL 111/BRY TO PRS	5.0	13	4.33	.33	MTWRF	DAY-ON-CAMPUS	0800	MCCOURT D	FT
	HIST	155	AFRO-AMERICAN HISTORY	5.0	13	4.33	.32	T R	EVENING-ON-CAMPUS	0700	BYRD A	ML
	HIST	276	HISTORY OF IRELAND	5.0	27	9.00	.33	MTWRF	DAY-ON-CAMPUS	0900	MCCOURT D	FT
	HIST	299	SPECIAL PROJECTS	1.0	1	0.07	.01	ARR	DAY-ON-CAMPUS		MCCOURT D	V
EVERETT					335	109.11	4.32					
EDMONDS	HIST	104	WESTERN CIVILIZATION I	5.0	88	29.33	.67	MTWRF	DAY-ON-CAMPUS	0900	SOLDWEDEL E	FT
	HIST	244	U S HISTORY TO 1865	5.0	49	16.33	.34	MTWR	DAY-ON-CAMPUS	1200	DEINHART M	FT

HISTORY

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
EDMONDS	HIST	248	US/WORLD AFFAIRS/1945	5.0	35	11.67	.33	MTWRF	DAY-ON-CAMPUS	0800	DEINHART M	FT
EDMONDS					172	57.33	1.34					
SEATTLE CENT	HIS	101	HISTORY OF CIVILIZATION	5.0	37	12.33	.33	MTWRF	DAY-ON-CAMPUS	1000	PEEK G	FT
	HIS	101	HISTORY OF CIVILIZATION	5.0	34	11.33	.33	MTWRF	DAY-ON-CAMPUS	1200	PEEK G	FT
	HIS	106	SURV. OF AMER HISTORY	5.0	24	8.00	.33	MTWRF	DAY-ON-CAMPUS	0800	ROBERTS	FT
	HIS	106	SRVY OF AMER. HISTORY	5.0	29	9.67	.33	T R	DAY-OFF-CAMPUS	0400	KELLER	FT
	HIS	106	SRVY OF AMER. HISTORY	5.0	25	8.33	.32	T R	EVENING-ON-CAMPUS	0700	KELLER	FT
	HIS	111	U.S. HISTORY TO 1877	5.0	35	11.67	.34	MTWRF	DAY-ON-CAMPUS	1000	ROBERTS	FT
	HIS	121	A HIST OF SEATTLE	4.2	15	4.20	.30	T	EVENING-OFF-CAMPUS	0515	PETERSON,D	FT
	HIS	122	SEATTLE HIST FIELD TRIPS	1.9	34	4.31	.20	S	DAY-ON-CAMPUS	0100	PETERSON,D	FT
	HIS	221	INTRO TO JAPANESE CIVIL	5.0	39	13.00	.33	MTWRF	DAY-ON-CAMPUS	1100	YORITA B	FT
SEATTLE CENT					272	82.84	2.81					
SEATTLE NORTH	HIS	108	MAN & HIS WORLD:EVOLUTIO	5.0	68	22.67	.39	MTWRF	DAY-ON-CAMPUS	0900	HARNISH J	FT
	HIS	108	MAN & HIS WORLD:EVOLUTIO	5.0			.34	MTWRF	DAY-ON-CAMPUS	0900	KERNS T	FT
	HIS	111	U.S. HISTORY TO 1877	5.0	32	10.67	.34	MTWRF	DAY-ON-CAMPUS	1000	BACHMANN	PT
	HIS	112	U.S. HISTORY SINCE 1865	5.0	21	7.00	.34	MTWRF	DAY-ON-CAMPUS	0800	BERGER	PT
	HIS	112	U.S. HISTORY SINCE 1865	5.0	29	9.67	.34	M W	EVENING-ON-CAMPUS	0700	BRUBAKER R	PT
	HIS	180	EUROPE IN TURMOIL	5.0	15	5.00	.15	T R	DAY-ON-CAMPUS	1100	SPRAGUE B	V
	HIS	264	GROWTH OF PAC. N.W.	5.0	16	5.33	.34	MTWRF	DAY-ON-CAMPUS	1200	DEMBO	PT
SEATTLE NORTH					181	60.34	2.24					
SEATTLE SOUTH	HIS	113	COLONIAL AMERICA	5.0	36	12.00	.33	MTWRF	DAY-ON-CAMPUS	0900	THOMPSON	FT
	HIS	115	20TH CENT AMERICA	5.0	34	11.33	.33	MTWRF	DAY-ON-CAMPUS	1100	THOMPSON	FT
	HIS	211	HIST OF THE MIDDLE EAST	5.0	33	11.00	.33	MTWRF	DAY-ON-CAMPUS	1000	OTHMAN	FT
SEATTLE SOUTH					103	34.33	.99					
SHORELINE	H-FE	210	FAR EAST IN MODERN WORLD	5.0	9	3.00	.33	MTWRF	DAY-ON-CAMPUS	1230	SHIN, P	FT
	HIST	110	CIVILIZATION AND CULTURE	5.0			.34	MTWRF	DAY-ON-CAMPUS	0930	PETERS, D	FT
	HIST	110	CIVILIZATION AND CULTURE	5.0			.34	MTWRF	DAY-ON-CAMPUS	1030	SHIN, P	FT
	HIST	110	CIVILIZATION AND CULTURE	5.0	78	26.00	.33	MTWRF	DAY-ON-CAMPUS	0930	SHIN, P	FT
	HIST	110	CIVILIZATION AND CULTURE	5.0	62	20.67	.33	MTWRF	DAY-ON-CAMPUS	1030	PETERS, D	FT
	HIST	201	ANCIENT HISTORY	5.0	39	13.00	.34	MTWRF	DAY-ON-CAMPUS	0930	WAUGH, W	FT
	HIST	201	ANCIENT HISTORY	5.0	39	13.00	.33	MTWRF	DAY-ON-CAMPUS	1130	WAUGH, W	FT
	HIST	201	ANCIENT HISTORY	5.0	41	13.67	.33	T R	EVENING-ON-CAMPUS	0710	WAUGH, W	ML
	HIST	241	HISTORY OF US TO 1877	5.0	36	12.00	.34	MTWRF	DAY-ON-CAMPUS	0830	LINFORD, L	FT
	HIST	242	HISTORY OF US SINCE 1877	5.0	34	11.33	.33	MTWRF	DAY-ON-CAMPUS	1130	LINFORD, L	FT
	HIST	242	HISTORY OF US SINCE 1877	5.0	9	3.00	.33	M W	EVENING-ON-CAMPUS	0710	LINFORD, L	ML
	HIST	264	PACIFIC NORTHWEST HIST	5.0	39	13.00	.33	MTWRF	DAY-ON-CAMPUS	0830	THOMSON, H	FT
	HIST	285	ISSUES IN HISTORY	5.0	35	11.67	.33	MTWRF	DAY-ON-CAMPUS	0830	WAUGH, W	FT

HISTORY

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SHORELINE	HIST	285	ISSUES IN HISTORY	5.0	26	8.67	.33	MTWRF	DAY-ON-CAMPUS	1030	KEITH, L	FT
SHORELINE					447	149.01	4.66					
BELLEVUE	HIST	101	HIST OF CIVILIZATION	5.0	29	9.67	.25	MTWRF	DAY-ON-CAMPUS	0730	DISTAD D	FT
	HIST	101	HIST OF CIVILIZATION	5.0	48	16.00	.25	MTWRF	DAY-ON-CAMPUS	0930	DISTAD D	FT
	HIST	201	US HIST DISCOV TO INDEPE	5.0	35	11.67	.34	MTWRF	DAY-ON-CAMPUS	0830	FRIEDEL F	FT
	HIST	223	TWEN CENT RUSSIA	5.0	34	11.33	.33	MTWRF	DAY-ON-CAMPUS	0930	FRIEDEL F	FT
	HIST	264	WASH AND PAC NW	5.0	47	15.67	.33	MTWRF	DAY-ON-CAMPUS	1130	FRIEDEL F	FT
	HIST	264	WASH AND PAC NW	5.0	24	8.00	.25	T R	EVENING-ON-CAMPUS	0700	DISTAD D	FT
BELLEVUE					217	72.34	1.75					
HIGHLINE	HIST	085	U.S. HISTORY	5.0	24	8.00	.33	MTWRF	DAY-ON-CAMPUS	1100	PEEK R	FT
	HIST	111	WEST CIVILIZ:TO 9TH CENT	5.0	22	7.33	.20	MTWRF	DAY-ON-CAMPUS	0900	GRIBBLE K	FT
	HIST	112	WEST CIV:10TH CENT-1789	5.0	17	5.67	.20	MTWRF	DAY-ON-CAMPUS	1100	GRIBBLE K	FT
	HIST	113	WEST CIV:1789 TO PRESENT	5.0	16	5.33	.34	MTWRF	DAY-ON-CAMPUS	1000	PEEK R	FT
	HIST	120	U S HIST IN ONE QUARTER	*			.33	MTWRF	DAY-ON-CAMPUS	1100	BUCHAN R	FT
	HIST	120	U S HIST IN ONE QUARTER	5.0	75	25.00	.34	MTWRF	DAY-ON-CAMPUS	1100	LANDRUD R	FT
	HIST	121	U S HISTORY:TO 1815	5.0	23	7.67	.33	MTWRF	DAY-ON-CAMPUS	0900	LANDRUD R	FT
	HIST	121	U S HISTORY:TO 1815	5.0	18	6.00	.33	T R	EVENING-ON-CAMPUS	0700	LANDRUD R	FT
	HIST	122	US HISTORY:1815-1896	5.0	21	7.00	.33	T R	EVENING-ON-CAMPUS	0430	PEEK R	FT
	HIST	145	GREAT ASIAN PERSONALITIE	3.0	9	1.80	.15	T	EVENING-ON-CAMPUS	0700	PIERCE J	FT
	HIST	180	CHINA SEMINAR	2.0	2	0.27	.01	ARR	DAY-ON-CAMPUS	ARR	PIERCE J	V
	HIST	210	THE PACIFIC NORTHWEST	5.0	40	13.33	.33	MTWRF	DAY-ON-CAMPUS	0900	BUCHAN R	FT
	HIST	210	THE PACIFIC NORTHWEST	5.0	15	5.00	.34	MTWRF	DAY-ON-CAMPUS	0100	BUCHAN R	FT
	HIST	251	CHINA	5.0	16	5.33	.16	MTWRF	DAY-ON-CAMPUS	1000	PIERCE J	FT
	HIST	280	FAMILY HIST & GENEALOGY	3.0	25	5.00	.13	T F	DAY-ON-CAMPUS	1200	GRIBBLE K	FT
	HIST	280	FAMILY HIST & GENEALOGY	3.0	16	3.20	.14	M	EVENING-ON-CAMPUS	0700	GRIBBLE K	FT
	HIST	293	LOCAL HISTORY SEMINAR	3.0	1	0.20	.01	ARR	DAY-ON-CAMPUS	ARR	MCLARNEY D	V
HIGHLINE					340	106.13	4.00					
GREEN RIVER	HIST	021	U S HISTORY & GOVERNMENT	3.0	26	5.20	.19	T	EVENING-ON-CAMPUS	0700	CRANE R	PT
	HIST	024	WASH STATE HISTORY &GOVT	3.0	17	3.40	.15	ARR	DAY-OFF-CAMPUS	ARR	BICKEL B	FT
	HIST	100	AMERICAN WORKER & SOCIET	5.0	20	6.67	.34	MTWRF	DAY-ON-CAMPUS	0100	ADAMS N	FT
	HIST	150	THE 50'S AND 60'S	5.0	40	13.33	.33	MTWRF	DAY-ON-CAMPUS	1100	ADAMS N	FT
	HIST	200	THE PACIFIC NORTHWEST	5.0	40	13.33	.33	MTWRF	DAY-ON-CAMPUS	1000	ADAMS N	FT
	HIST	200	THE PACIFIC NORTHWEST	5.0	24	8.00	.20	T R	EVENING-ON-CAMPUS	0700	HANSCOM J	FT
	HIST	221	UNITED STATES TO 1861	5.0	32	10.67	.20	MTWRF	DAY-ON-CAMPUS	1100	HANSCOM J	FT
	HIST	299	INDEPENDENT STUDY - HIST	5.0	4	1.33	.20	ARR	DAY-OFF-CAMPUS	ARR	HANSCOM J	FT
	S SCI	101	THE ANCIENT WORLD	5.0	35	11.67	.33	MTWRF	DAY-ON-CAMPUS	0800	WOODS J	CO
	S SCI	101	THE ANCIENT WORLD	5.0	31	10.33	.20	MTWRF	DAY-ON-CAMPUS	1000	HANSCOM J	FT
	S SCI	103	THE MODERN WORLD	5.0	32	10.67	.33	MTWRF	DAY-ON-CAMPUS	0900	WOODS J	CO
	S SCI	115	IMAGES OF WESTERN MAN	5.0	27	9.00	.33	MTWRF	DAY-ON-CAMPUS	1100	WOODS J	CO

HISTORY

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
GREEN RIVER					328	103.60	3.13					
FT STEILACOOM	HIST	101	HIST CIV	5.0	98	32.67	.32	MTWRF	DAY-ON-CAMPUS	1000	WEIS	ML
	HIST	101	HIST CIV	5.0	30	10.00	.32	M W	EVENING-ON-CAMPUS	0530	BOWMAN M	PT
	HIST	101	HIST CIV I	5.0	15	5.00	.32	MTWR	EVENING-OFF-CAMPUS	1700	SCHARPENBERG	PT
	HIST	103	HIST CIV III	5.0	18	6.00	.32	MTWR	EVENING-OFF-CAMPUS	1700	SCHARPENBERG	PT
	HIST	111	HIST CIV I	3.0	1	0.20	.01	ARR	DAY-OFF-CAMPUS	ARR	COBB	FT
	HIST	165	CROSS CULTUR	5.0	38	12.67	.26	ARR	DAY-ON-CAMPUS	ARR	WEIS	V
	HIST	166	CROSS CULTUR	5.0	8	2.67	.05	ARR	DAY-ON-CAMPUS	ARR	WEIS	V
	HIST	167	CROSS CULTUR	5.0	3	1.00	.02	ARR	DAY-ON-CAMPUS	ARR	WEIS	V
	HIST	175	US VIOLENCE	4.0	3	0.80	.02	ARR	DAY-OFF-CAMPUS	ARR	COBB	ML
	HIST	227	HIST OF TECH	3.0	4	0.80	.07	R	EVENING-ON-CAMPUS	0750	BALL R	PT
	HIST	228	HIST OF TECH	5.0	3	1.00	.06	R	EVENING-ON-CAMPUS	0750	BALL R	PT
	HIST	241	US HIST I	5.0	38	12.67	.32	MTWRF	DAY-ON-CAMPUS	0900	CALLOW J	PT
	HIST	241	US HISTORY	5.0	8	2.67	.20	ARR	DAY-OFF-CAMPUS	ARR	BALL M	ML
	HIST	241	US HISTORY	5.0	1	0.33	.08	ARR	EVENING-OFF-CAMPUS	ARR	BALL M	ML
	HIST	241	US HISTORY	5.0	3	1.00	.10	ARR	EVENING-OFF-CAMPUS	ARR	BALL M	ML
	HIST	242	US HISTORY	5.0	3	1.00	.07	ARR	DAY-OFF-CAMPUS	ARR	BALL M	ML
	HIST	243	US HISTORY	5.0	2	0.67	.05	ARR	DAY-OFF-CAMPUS	ARR	BALL M	ML
	HIST	243	US HIST III	5.0	1	0.33	.08	ARR	EVENING-OFF-CAMPUS	ARR	BALL M	ML
	HIST	243	US HIST III	5.0	1	0.33	.04	ARR	EVENING-OFF-CAMPUS	ARR	BALL M	ML
	HIST	274	AMERICAN REV	5.0	1	0.33	.32	ARR	DAY-OFF-CAMPUS	ARR	SCHARPENBERG	PT
	HIST	274	AMERICAN REV	5.0	1	0.33	.32	ARR	EVENING-OFF-CAMPUS	ARR	SCHARPENBERG	PT
	HIST	275	VIOLNCE/AMER	1.3	95	8.23	.14	MTWRF	DAY-ON-CAMPUS	1200	COBB	FT
	HIST	275	HONORS	1.2	95	7.60	.13	MTWRF	DAY-ON-CAMPUS	1200	HEABERLIN	FT
	HIST	280	MODRN CHINA	5.0	39	13.00	.33	MTWRF	DAY-ON-CAMPUS	1100	LAI	FT
	HUMAN	101	WESTRN CULTR	5.0	40	13.33	.32	MTWRF	DAY-ON-CAMPUS	0900	SAXBY D	PT
	HUMAN	101	WESTRN CULTR	5.0	38	12.67	.32	MTWRF	DAY-ON-CAMPUS	0100	SILVER J	PT
	HUMAN	101	WESTRN CULTR	5.0	36	12.00	.32	M W	EVENING-ON-CAMPUS	0530	SAXBY D	PT
	HUMAN	101	WESTRN CULTR	5.0	15	5.00	.32	MTWR	EVENING-OFF-CAMPUS	1700	STOLL I	PT
	HUMAN	101	WESTRN CULTR	5.0	9	3.00	.32	T R	EVENING-OFF-CAMPUS	1930	ADDANTE	PT
	HUMAN	102	WESTRN CULTR	5.0	27	9.00	.32	MTWR	EVENING-OFF-CAMPUS	1935	STOLL	PT
	HUMAN	103	WESTRN CULTR	5.0	25	8.33	.32	MTWR	EVENING-OFF-CAMPUS	1700	STOLL	PT
FT STEILACOOM					699	184.63	6.19					
CENTRALIA	HIST	103	WESTERN CIV	5.0	23	7.67	.33	MTWRF	DAY-ON-CAMPUS	0800	DOOLY	FT
	HIST	103	WESTERN CIV	5.0	35	11.67	.34	MTWRF	DAY-ON-CAMPUS	0900	BUTKUS	FT
	HIST	103	WESTERN CIV	5.0	22	7.33	.32	MTWRF	DAY-ON-CAMPUS	1200	DOOLY	FT
	HIST	103	WESTERN CIV	5.0	10	3.33	.33	MTWRF	DAY-ON-CAMPUS	0100	BUTKUS	FT
	HIST	103	WESTERN CIV	5.0	16	5.33	.34	T R	EVENING-OFF-CAMPUS	0730	KAUFMAN	PT
	HIST	105	WESTERN CIV	5.0	37	12.33	.33	MTWRF	DAY-ON-CAMPUS	1100	BUTKUS	FT
	HIST	130	WOMEN AM HIS	3.0	17	3.40	.20	M	EVENING-OFF-CAMPUS	0700	HINTON	PT
	HIST	260	U S HISTORY	5.0	34	11.33	.32	MTWRF	DAY-ON-CAMPUS	1000	DOOLY	FT

HISTORY

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
CENTRALIA	HIST	260	U S HISTORY	5.0	16	5.33	.34	M W	EVENING-ON-CAMPUS	0730	VOSPER	PT
	HIST	271	PACIFIC NW	3.0	29	5.80	.20	T	EVENING-OFF-CAMPUS	0700	CLARE	PT
	HIST	297	WORKSHOP/CON	2.0	14	1.87	.13	T	EVENING-OFF-CAMPUS	0700	ALONGI	PT
CENTRALIA					253	75.39	3.18					
GARRETT HEYNS	HIST	102	HIST OF CIV	5.0	1	0.33	.01	MTWRF	DAY-OFF-CAMPUS	0140	BRIGHAM	FT
GARRETT HEYNS					1	0.33	.01					
LOWER COLUMBIA	HIST	101	WESTERN CIVILIZATION	5.0	12	4.00	.34	MTWRF	DAY-ON-CAMPUS	0800	TININENKO R	FT
	HIST	101	WESTERN CIVILIZATION	5.0	43	14.33	.34	MTWRF	DAY-ON-CAMPUS	0900	VEST W	FT
	HIST	101	WESTERN CIVILIZATION	5.0	50	16.67	.34	MTWRF	EVENING-ON-CAMPUS	1100	MASHINTER H	FT
	HIST	101	WESTERN CIVILIZATION	5.0	14	4.67	.33	M W	EVENING-ON-CAMPUS	0600	TININENKO R	FT
	HIST	102	WESTERN CIVILIZATION	5.0	24	8.00	.33	MTWRF	DAY-ON-CAMPUS	1000	VEST W	FT
	HIST	251	US HISTORY	5.0	24	8.00	.33	MTWRF	DAY-ON-CAMPUS	1000	TININENKO R	FT
LOWER COLUMBIA					167	55.67	2.01					
CLARK	HIST	101	WORLD CIV	5.0	91	30.33	.39	MWF	DAY-ON-CAMPUS	1000	SMITH E	FT
	HIST	101	WORLD CIV	5.0	47	15.67	.38	MWF	DAY-ON-CAMPUS	0100	SMITH E	FT
	HIST	101	WORLD CIV	*	24		.00	T R	DAY-ON-CAMPUS	0900	SMITH EDGAR	FT
	HIST	101	WORLD CIV	*	26		.00	T R	DAY-ON-CAMPUS	1000	SMITH EDGAR	FT
	HIST	101	WORLD CIV	*	24		.00	T R	DAY-ON-CAMPUS	1100	SMITH EDGAR	FT
	HIST	101	WORLD CIV	*	24		.00	T R	DAY-ON-CAMPUS	0100	ALDINGER PAU	FT
	HIST	101	WORLD CIV	*	20		.00	T R	DAY-ON-CAMPUS	1000	ALDINGER PAU	FT
	HIST	101	HIST 101 CONF	*	19		.00	T R	DAY-ON-CAMPUS	0100	SMITH E	FT
	HIST	131	AMER CIV	3.0	19	3.80	.23	M W	DAY-ON-CAMPUS	0900	SMITH EDGAR	FT
	HIST	131	AMER CIV	*	19		.00	F	DAY-ON-CAMPUS	0900	SMITH EDGAR	FT
	HIST	131	AMER CIV	3.0	31	6.20	.21	R	EVENING-ON-CAMPUS	0700	SMITH EDGAR	ML
CLARK					344	56.00	1.21					
WENATCHEE VAL	HIST	162	PACIFIC NW	3.0	38	7.60	.17	T	EVENING-ON-CAMPUS	0700	SOLLARS J	FT
	HIST	163	PACFC NW RCH	3.0	11	1.47	.11	ARR	EVENING-ON-CAMPUS	ARR	SOLLARS J	FT
	HIST	204	US HISTORY	5.0	45	15.00	.28	MTWRF	DAY-ON-CAMPUS	1100	SOLLARS J	FT
	HIST	216	LATIN AMERCA	5.0	14	4.67	.11	MTWRF	DAY-ON-CAMPUS	0100	WALTERS C	FT
WENATCHEE VAL					108	28.74	.67					
YAKIMA VALLEY	HIST	101	ANCIENT/MEDIEVAL CIV	5.0	35	11.67	.34	MTWRF	DAY-ON-CAMPUS	0830	HOWARD G	FT
	HIST	102	RENAISSANCE TO NAPOLEON	5.0	25	8.33	.33	MTWRF	DAY-ON-CAMPUS	1030	HOWARD G	FT
	HIST	103	NAPOLEON TO PRESENT	5.0	10	3.33	.33	MTWRF	DAY-ON-CAMPUS	0100	HOWARD G	FT
	HIST	104	US THROUGH CIVIL WAR	5.0	31	10.33	.31	MTWRF	DAY-ON-CAMPUS	0930	HILL J	PT
	HIST	105	US SINCE CIVIL WAR	5.0	29	9.67	.11	MTWRF	DAY-ON-CAMPUS	1030	SCOFIELD W	FT

HISTORY

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
YAKIMA VALLEY	HIST	197	CONNECTIONS	5.0	14	4.67	.31	SU	EVENING-ON-CAMPUS	0500	HILL J	PT
	HIST	215	WASH/PAC NW	5.0	23	7.67	.11	MTWRF	DAY-ON-CAMPUS	0830	SCOFIELD W	FT
	HIST	215	WASH/PAC NW	5.0	22	7.33	.11	M W	EVENING-ON-CAMPUS	0700	SCOFIELD W	FT
YAKIMA VALLEY					189	63.00	1.95					
SPOKANE	HIST	101	WEST CIVILIZ	5.0	36	12.00	.34	MTWRF	DAY-ON-CAMPUS	0930	CUNNINGHAM H	PT
	HIST	101	WEST CIVILIZ	5.0	35	11.67	.34	MTWRF	DAY-ON-CAMPUS	1230	RUSSELL W	FT
	HIST	103	WEST CIVILIZ	5.0	28	9.33	.34	T R	DAY-ON-CAMPUS	1225	CARPENTER G	FT
	HIST	121	AMER CIVILIZ	5.0	29	9.67	.33	MTWRF	DAY-ON-CAMPUS	1030	CARPENTER G	FT
	HIST	121	AMER CIVILIZ	5.0	17	5.67	.01	ARR	DAY-OFF-CAMPUS		MCLUEN T	V
	HIST	260	PAC NW HIST	5.0	36	12.00	.33	MTWRF	DAY-ON-CAMPUS	0830	CARPENTER G	FT
SPOKANE					181	60.34	1.69					
SPOKANE FALLS	HIST	101	WEST CIVILIZ	5.0	32	10.67	.34	MTWRF	DAY-ON-CAMPUS	0730	STEIN H	FT
	HIST	101	WEST CIVILIZ	5.0	43	14.33	.33	MTWRF	DAY-ON-CAMPUS	1030	STEIN H	FT
	HIST	101	WEST CIVILIZ	5.0	42	14.00	.33	WRF	DAY-ON-CAMPUS	1125	STEIN H	FT
	HIST	101	WEST CIVILIZ	5.0	29	9.67	.35	M W	EVENING-ON-CAMPUS	0700	BALDASTY R	PT
	HIST	101	WEST CIVILIZ	5.0	22	7.33	.35	MTWRF	DAY-OFF-CAMPUS	1103	PRINGLE W	PT
	HIST	102	WEST CIVILIZ	5.0	44	14.67	.33	MTWRF	DAY-ON-CAMPUS	0830	LEGAULT F	FT
	HIST	121	AMER CIVILIZ	5.0	44	14.67	.25	MTWRF	DAY-ON-CAMPUS	0830	MCLUEN T	FT
	HIST	121	AMER CIVILIZ	5.0	39	13.00	.25	WRF	DAY-ON-CAMPUS	1125	MCLUEN T	FT
	HIST	121	AMER CIVILIZ	5.0	46	15.33	.25	ARR	DAY-OFF-CAMPUS		MCLUEN T	FT
	HIST	122	AMER CIVILIZ	5.0	45	15.00	.34	MTWRF	DAY-ON-CAMPUS	0930	LEGAULT F	FT
	HIST	141	HIST CHINA	5.0	36	12.00	.25	MTWRF	DAY-ON-CAMPUS	1030	MCLUEN T	FT
SPOKANE FALLS					422	140.67	3.37					
BIG BEND	HIS	101	WEST CIVILIZATION	5.0	20	6.67	.34	MTWR	DAY-ON-CAMPUS	0915	SEEDORF	FT
	HIS	141	U S TO 1877	5.0	25	8.33	.34	MTWR	DAY-ON-CAMPUS	1145	TEALS	PT
BIG BEND					45	15.00	.68					
COLUMBIA BASIN	HIS	101	WORLD CIVIL	5.0	43	14.33	.34	MTWRF	DAY-ON-CAMPUS	1200	FRIEDRICH, M	FT
	HIS	104	U.S. HISTORY	5.0	45	15.00	.33	MTWRF	DAY-ON-CAMPUS	0900	FRIEDRICH, M	FT
	HIS	105	U.S. HISTORY	5.0	28	9.33	.33	MTWRF	DAY-ON-CAMPUS	0200	FRIEDRICH, M	FT
	HIS	251	WASH AND PAC NW	5.0	21	7.00	.34	T R	EVENING-OFF-CAMPUS	0500	COLVIN, CURT	PT
COLUMBIA BASIN					137	45.66	1.34					
WALLA WALLA	HIST	101	WESTERN CIVILIZATION	5.0	27	9.00	.22	T R	DAY-ON-CAMPUS	0830	WEBSTER,J.	FT
	HIST	101	WESTERN CIVILIZATION	5.0	13	4.33	.33	MTWRF	DAY-OFF-CAMPUS	1000	HUSSEY,L.	FT
	HIST	101	WESTERN CIVILIZATION	5.0	2	0.67	.09	ARR	DAY-ON-CAMPUS	ARR	WEBSTER,J.	FT
	HIST	102	WESTERN CIVILIZATION	5.0	2	0.67	.09	ARR	DAY-ON-CAMPUS	ARR	WEBSTER,J.	FT

HISTORY

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
WALLA WALLA	HIST	103	WESTERN CIVILIZATION	5.0	1	0.33	.05	ARR	DAY-ON-CAMPUS	ARR	WEBSTER,J.	FT
	HIST	110	COMMUNIST REVOLUTION	3.0	6	1.20	.08	MWF	DAY-ON-CAMPUS	1030	WEBSTER,J.	FT
	HIST	160	ELECTION 1980	2.0	16	2.13	.09	MTWRF	DAY-ON-CAMPUS	0830	WEBSTER,J.	FT
	HIST	201	AMERICAN HISTORY	5.0	25	8.33	.39	MTWRF	DAY-ON-CAMPUS	0930	CORFIELD,T.	FT
	HIST	210	HISTORY OF PACIFIC N.W.	5.0	14	4.67	.33	MTWRF	DAY-OFF-CAMPUS	1200	HUSSEY,L.	FT
	HIST	299	LIVING HIST WALLA WALLA	2.0	1	0.13	.11	T R	EVENING-ON-CAMPUS	0700	STONE	PT
	HSC	038	CONTEMPORARY PROBLEMS	5.0	1	0.33	.01	MTWRF	DAY-ON-CAMPUS	0830	ANDERSON,CH.	FT
	HSC	038	CONTEMPORARY PROBLEMS	5.0			.01	MTWRF	DAY-OFF-CAMPUS	0830	BRINEY,M.	FT
	HSC	038	CONTEMPORARY PROBLEMS	5.0			.03	MTWRF	DAY-OFF-CAMPUS	0830	HAVENS,B.	PT
	HSC	038	CONTEMPORARY PROBLEMS	5.0			.04	MTWRF	DAY-ON-CAMPUS	0830	KREIN,J.	FT
	HSC	039	WASHINGTON STATE HISTORY	2.6	7	1.21	.08	MTWRF	DAY-ON-CAMPUS	0830	ANDERSON,CH.	FT
	HSC	039	WASHINGTON STATE HISTORY	3.0	1	0.20	.06	M W	EVENING-ON-CAMPUS	0700	GREGOIRE,C.	PT
	HSC	039	WASHINGTON STATE HISTORY	3.0			.02	MTWRF	DAY-OFF-CAMPUS	0830	BRINEY,M.	FT
	HSC	039	WASHINGTON STATE HISTORY	3.0			.03	MTWRF	DAY-OFF-CAMPUS	0830	HAVENS,B.	PT
	HSC	039	WASHINGTON STATE HISTORY	3.0			.03	MTWRF	DAY-ON-CAMPUS	0830	KREIN,J.	FT
WALLA WALLA					116	33.20	2.09					
WHATCOM	HIST	089	WORLD HISTORY II	3.0	2	0.40	.04	ARR	EVENING-OFF-CAMPUS		SCHWARTZ,R	FT
	HIST	101	HIST WESTERN CIV TO 1300	5.0	32	10.67	.30	MTWR	DAY-OFF-CAMPUS	1135	ZYLSTRA,C	FT
	HIST	110	US HISTORY TO 1815	5.0	28	9.33	.31	MTWR	DAY-OFF-CAMPUS	0800	BOWER,E	FT
	HIST	115	PACIFIC NW HISTORY	3.0	24	4.80	.19	M	EVENING-OFF-CAMPUS	0700	BOWER,E	FT
	HIST	150	WORLD RELIGIONS I	5.0	8	2.67	.21	ARR	EVENING-OFF-CAMPUS		HAGMAN,C	FT
WHATCOM					94	27.87	1.05					
TACOMA	AMST	201	COLONIAL PERIOD:17TH 18	10.0	24	16.00	.33	MTWRF	DAY-ON-CAMPUS	0830	LEWIS R	FT
	AMST	201	COLONIAL PERIOD:17TH 18	10.0			.33	MTWRF	DAY-ON-CAMPUS	0830	MCLAUGHLIN	FT
	HIST	111	HISTORY OF CIVILIZATION	5.0	46	15.33	.33	MTWRF	DAY-ON-CAMPUS	1130	MALYON	FT
	HIST	111	HISTORY OF CIVILIZATION	5.0	1	0.33	.01	ARR	DAY-ON-CAMPUS		MAGDEN	V
	HIST	198	SHOGUN: JAPANESE HISTORY	4.8	45	14.40	.32	ARR	EVENING-ON-CAMPUS		THORNBURG R	FT
	HIST	198	SHOGUN: JAPANESE HISTORY	4.8	13	4.16	.13	ARR	EVENING-OFF-CAMPUS		MAGDEN R	V
	HIST	241	US HISTORY 17TH CENTURY	5.0	41	13.67	.34	MTWRF	DAY-ON-CAMPUS	1030	MCLAUGHLIN T	FT
	HIST	264	HIST WASH PACIFIC NW	5.0	34	11.33	.34	MTWRF	DAY-ON-CAMPUS	1130	MORGAN M	FT
	HIST	267	HIST/TACOMA/PAC/NW	5.0	11	3.67	.33	M W	DAY-OFF-CAMPUS	0900	MORGAN M	FT
	HIST	267	HIST/TACOMA/PAC/NW	5.0	24	8.00	.33	T R	EVENING-ON-CAMPUS	0140	MORGAN M	FT
	HIST	299	INDEPENDENT STUDY	5.0	1	0.33	.01	ARR	DAY-ON-CAMPUS		MORGAN M	V
TACOMA					240	87.22	2.80					
					6,265	1,919.46	62.80					

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COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
PENINSULA	G S	100	STUDIUM GENERALE	1.0	82	5.47	.06	R	DAY-ON-CAMPUS	1200	POLLARD	FT
PENINSULA					82	5.47	.06					
OLYMPIC	HIST	215	AMER CULTUR	5.0	8	2.67	.10	MTWRF	DAY-ON-CAMPUS	0900	HECKER D	FT
	HIST	215	AMER CULTUR	5.0			.01	MTWRF	DAY-ON-CAMPUS	0900	HARVEY W	V
	HIST	215	AMER CULTUR	5.0			.01	MTWRF	DAY-ON-CAMPUS	0900	DIETZ R	V
	HUMAN	215	AMER CULTUR	5.0	21	7.00	.23	MTWRF	DAY-ON-CAMPUS	0900	HECK,HAR DIE	FT
	HUMAN	215	AMER CULTUR	5.0			.01	MTWRF	DAY-ON-CAMPUS	0900	HARVEY W	V
	HUMAN	215	AMER CULTUR	5.0			.01	MTWRF	DAY-ON-CAMPUS	0900	DIETZ R	V
	HUMAN	217	W/AMER CULT	5.0	31	10.33	.34	T R	EVENING-ON-CAMPUS	0710	HECKER D	FT
	HUMAN	225	HUMAN & ART	5.0	23	7.67	.33	MTWRF	DAY-ON-CAMPUS	1000	DIETZ R	FT
OLYMPIC					83	27.67	1.04					
SKAGIT VALLEY	HUM	110	ARTS IN THE HUMANITIES	5.0	33	11.00	.28	MTWRF	DAY-ON-CAMPUS	0100	TARRO P	FT
	HUM	153	HUMANITIES FIELD STUDY	3.0	20	4.00	.19	MTWRF	DAY-ON-CAMPUS	0200	DURSCH R	FT
SKAGIT VALLEY					53	15.00	.48					
EVERETT	HUMN	105	HUMANITIES LECT SERIES	2.0	60	8.00	.13	MTWRF	DAY-OFF-CAMPUS	0900	HILL	V
EVERETT					60	8.00	.13					
EDMONDS	CONED	180	PSYCH UP YOUR CAREER	1.0	44	2.93	.07	F S	DAY-OFF-CAMPUS	0900	BOOSMAN M	V
	HUM	199	SPEC PROJ HUMANITIES	5.0	1	0.33	.01	ARR	DAY-ON-CAMPUS	ARR	WALLER S	V
EDMONDS					45	3.26	.08					
BELLEVUE	ID	291	INDEPENDENT STUDIES	1.0	2	0.13	.06	ARR	DAY-ON-CAMPUS		SCHWENKER J	FT
	ID	295	INDEPENDENT STUDIES	5.0	8	2.67	.25	ARR	DAY-ON-CAMPUS		MERCER G	FT
BELLEVUE					10	2.80	.31					
HIGHLINE	HUM	141	HUMANITIES	5.0	25	8.33	.34	MTWRF	DAY-ON-CAMPUS	0900	STOWE L	FT
	HUM	292	SP STY:MANY PEOPLE/FAITH	2.0	8	1.07	.13	S	DAY-ON-CAMPUS	0930	ROY M	PT
HIGHLINE					33	9.40	.47					
GREEN RIVER	HUMAN	115	IMAGES OF WESTERN MAN	5.0	33	11.00	.28	MTWRF	DAY-ON-CAMPUS	1100	GOLDBERG G	FT
GREEN RIVER					33	11.00	.28					
FT STEILACOOM	INTS	182	ECOSCIENCE I	3.0	1	0.20	.01	ARR	DAY-OFF-CAMPUS	ARR	COBB	ML
	INTS	262	SOVIET SOCTY	5.0	3	1.00	.32	ARR	DAY-OFF-CAMPUS	ARR	WEIS R	ML

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COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
FT STEILACOOM					4	1.20	.33					
CENTRALIA	HUM	060	METAPHYSICS	3.0	27	5.40	.20	T	EVENING-OFF-CAMPUS	0700	HOOKER	PT
CENTRALIA					27	5.40	.20					
CLARK	HUM	101	BEING HUMAN	3.0	45	9.00	.25	W	EVENING-ON-CAMPUS	0700	GATES A	FT
	HUM	101	BEING HUMAN	3.0	16	3.20	.24	W	EVENING-ON-CAMPUS	0700	TROUSDALE GO	FT
CLARK					61	12.20	.49					
WENATCHEE VAL	HUMAN	101	HUMANITIES IN EVERYDAY L	5.0	16	5.33	.23	M	DAY-OFF-CAMPUS	0100	RIGGS J	FT
	HUMAN	104	HUM/WEST CIV	5.0	49	16.33	.34	MTWRF	DAY-ON-CAMPUS	1100	BOWER G	FT
WENATCHEE VAL					65	21.66	.57					
YAKIMA VALLEY	IDS	199	RHYTHMIC EXERCISE	1.0	30	2.00	.06	T R	EVENING-OFF-CAMPUS	0730	HIGBEE S	PT
	IDS	199	DRESS FOR SUCCESS	1.0	16	1.07	.06	W	EVENING-ON-CAMPUS	0530	HOUSER B	PT
	IDS	199	RHYTHMIC EXERCISE	1.0	29	1.93	.06	M W	EVENING-OFF-CAMPUS	0700	KIDDER D	PT
	IDS	199	RHYTHMIC EXERCISE	1.0	15	1.00	.06	T R	EVENING-OFF-CAMPUS	0830	HIGBEE S	PT
YAKIMA VALLEY					90	6.00	.24					
SPOKANE	HUMAN	101	INTRO HUMAN	5.0	42	14.00	.33	ARR	DAY-OFF-CAMPUS		ELLINGWOOD F	FT
SPOKANE					42	14.00	.33					
SPOKANE FALLS	ENG	141	FILM COMMUN	5.0	22	7.33	.33	MTWRF	DAY-ON-CAMPUS	0730	COLDSNOW PR	FT
	ENG	141	FILM COMMUN	5.0	47	15.67	.33	MTWRF	DAY-ON-CAMPUS	0830	COLDSNOW PR	FT
	ENG	141	FILM COMMUN	5.0	48	16.00	.33	MTWRF	DAY-ON-CAMPUS	0930	HYATT M	FT
	ENG	141	FILM COMMUN	5.0	28	9.33	.35	M W	EVENING-ON-CAMPUS	0700	HYATT M	ML
	ENG	141	FILM COMMUN	5.0	15	5.00	.35	MTWRF	DAY-OFF-CAMPUS	1243	SPEIZER J	PT
	HUMAN	101	INTRO HUMAN	5.0	117	39.00	.34	ARR	DAY-ON-CAMPUS		ELLINGWOOD F	FT
SPOKANE FALLS					277	92.33	2.03					
COLUMBIA BASIN	HUM	101	CREATIVE PEOPLE	4.0	54	14.40	.26	MTWRF	DAY-ON-CAMPUS	1000	HUNGATE, M	FT
	HUM	101	HUMANITIES SEM	1.0	26	1.73	.07	R	DAY-ON-CAMPUS	1000	HUNGATE, M	FT
	HUM	101	HUMANITIES SEM	1.0	12	0.80	.07	R	DAY-ON-CAMPUS	1200	HUNGATE, M	FT
	HUM	101	HUMANITIES SEM	1.0	13	0.87	.07	R	DAY-ON-CAMPUS	0100	HUNGATE, M	FT
	HUM	199	21ST CENTURY	1.0	3	0.20	.07	M	EVENING-OFF-CAMPUS	0730	HUNGATE, M	ML
	HUM	199	MARYHILL	1.0	25	1.67	.07	M W	EVENING-OFF-CAMPUS	0730	HUNGATE, M	ML
	HUM	201	20TH CENTURY PEO	5.0	28	9.33	.33	MTWRF	DAY-ON-CAMPUS	0900	HUNGATE, M	FT

HUM.& SOC.SCI

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
COLUMBIA BASIN					161	29.00	.94					
WALLA WALLA	HUM	101	INTRO TO HUMANITIES	5.0	12	4.00	.16	MTWRF	DAY-ON-CAMPUS	1230	BELL,L.	FT
	HUM	110	HISTORY OF IDEAS	3.0	9	1.80	.09	MWF	DAY-ON-CAMPUS	1130	BURGESS,E.	FT
	HUM	120	COMMON CULTURE	3.0	6	1.20	.10	T R	DAY-ON-CAMPUS	1030	BELL,L.	FT
	HUM	201	HUMANITIES TOUR	5.0	5	1.67	.16	ARR	DAY-ON-CAMPUS	ARR	BELL,L.	FT
WALLA WALLA					32	8.67	.51					
WHATCOM	HUMAN	101	VALUES IN TECH SOCIETY	5.0	22	7.33	.28	T R	EVENING-OFF-CAMPUS	0700	CARMEAN,J	FT
	HUMAN	110	THE CLASSICAL IDEAL	7.0			.39		DAY-OFF-CAMPUS		CARMEAN,J	FT
	HUMAN	110	THE CLASSICAL IDEAL	6.3	28	11.76	.58	M W	DAY-OFF-CAMPUS	0840	BRAGG,B	FT
WHATCOM					50	19.09	1.25					
TACOMA	HONOR	200	HONORS COLLOQUIUM	1.0	34	2.27	.07	R	DAY-ON-CAMPUS	0130	MCLAUGHLIN	V
	HUMAN	100	ART OF BEING HUMAN	5.0	42	14.00	.33	MTWR	DAY-ON-CAMPUS	1230	EDRINGTON	FT
	PHIL	220	DEATH AND DYING	3.0	19	3.80	.10	T	EVENING-ON-CAMPUS	0700	EDRINGTON D	ML
	PSYCH	220	DEATH AND DYING	3.0	15	3.00	.10	T	EVENING-ON-CAMPUS	0700	GIROUX	ML
TACOMA					110	23.07	.60					
					1,318	315.22	10.34					

LITERATURE

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
PENINSULA	ENGL	160	AMERICAN LIT	5.0	17	5.67	.33	MTWRF	DAY-ON-CAMPUS	1000	LUCAS	FT
	ENGL	260	ENGLISH LIT	5.0	17	5.67	.30	T R	EVENING-ON-CAMPUS	0700	SPILLANE	FT
	ENGL	270	WORLD LIT	5.0	10	3.33	.31	MTWRF	DAY-ON-CAMPUS	0900	THOMPSON	FT
PENINSULA					44	14.67	.94					
GRAYS HARBOR	ENGL	264	SURVEY ENGLISH LIT	5.0	10	3.33	.33	MTWRF	DAY-ON-CAMPUS	1100	VAN VACTOR	FT
	ENGL	267	AMERICAN LITERATURE	3.0	8	1.60	.08	MWF	DAY-ON-CAMPUS	1200	WALLER	FT
	ENGL	285	BIBLE AS LITERATURE	5.0	9	3.00	.33	MTWRF	DAY-ON-CAMPUS	1000	L'ECUYER	FT
GRAYS HARBOR					27	7.93	.74					
OLYMPIC	ENGL	083	INTRO LIT	3.0	1	0.20	.01	M W	EVENING-OFF-CAMPUS	0630	TAYLOR J	PT
	ENGL	084	EXPL AM/LIT	3.0			.01	ARR	DAY-OFF-CAMPUS	ARR	HAM DIL HOU	PT
	ENGL	084	EXPL AM/LIT	3.0			.01	ARR	DAY-OFF-CAMPUS	ARR	DILLON L	PT
	ENGL	084	EXPL AM/LIT	3.0			.01	ARR	DAY-OFF-CAMPUS	ARR	HOUCK S	PT
	ENGL	140	INTRO LIT	5.0	12	4.00	.33	MTWRF	DAY-ON-CAMPUS	1000	DANFORD P	FT
	ENGL	141	SHORT STORY	2.0	21	2.80	.12	T R	DAY-ON-CAMPUS	1200	MORGAN D	FT
	ENGL	150	CONTEMP LIT	5.0	22	7.33	.33	MTWRF	DAY-ON-CAMPUS	1100	MEYERS J	FT
	ENGL	260	AMER LIT	5.0	19	6.33	.33	MTWRF	DAY-ON-CAMPUS	0900	DANIEL T	FT
	ENGL	295	INDEPN STDY	3.1	9	1.86	.09	ARR	DAY-ON-CAMPUS	ARR	WICKS A	V
OLYMPIC					84	22.52	1.24					
SKAGIT VALLEY	LIT	051	POETRY READ & WRITING	1.0	9	0.60	.03	M	EVENING-OFF-CAMPUS	0700	MARTIN C	PT
	LIT	131	INTRO LITERATURE	3.0	13	2.60	.25	MWF	DAY-ON-CAMPUS	1200	TURNER G	FT
	LIT	131	INTRO LITERATURE	3.0	21	4.20	.18	W F	DAY-OFF-CAMPUS	0130	MATZEN V	PT
	LIT	172	WOMEN & LIT:THE IMAGES	3.0	15	3.00	.25	MWF	DAY-ON-CAMPUS	0100	DUNLAP L	FT
	LIT	221	AMERICAN LIT I	3.0	27	5.40	.25	MTR	DAY-ON-CAMPUS	1100	THOMAS J	FT
	LIT	221	AMERICAN LIT I	3.0	20	4.00	.18	R	EVENING-OFF-CAMPUS	0700	CARROLL T	PT
	LIT	241	WORLD LIT I	3.0	21	4.20	.18	W	EVENING-OFF-CAMPUS	0700	HORN C	PT
SKAGIT VALLEY					126	24.00	1.32					
EVERETT	ENGL	251	CLASSICAL EUROPEAN LIT	5.0	35	11.67	.33	MTWRF	DAY-ON-CAMPUS	1000	DAY M	FT
	ENGL	273	SCIENCE FICTION	5.0	7	2.33	.07	ARR	DAY-ON-CAMPUS		SENFF E	ML
EVERETT					42	14.00	.40					
EDMONDS	ENGL	115	INTRO TO LITERATURE	5.0	24	8.00	.33	MTWRF	DAY-ON-CAMPUS	0900	REID B	FT
	ENGL	115	INTRO TO LITERATURE	5.0	16	5.33	.34	MTWR	DAY-ON-CAMPUS	1200	MISH C	FT
	ENGL	125	CONTEMPORARY LIT	5.0	22	7.33	.34	MTWRF	DAY-ON-CAMPUS	1000	MOORE N	FT
EDMONDS					62	20.66	1.01					

LITERATURE

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SEATTLE CENT	ENG	073	READING HAPPENINGS	5.0	29	9.67	.32	MTWRF	DAY-ON-CAMPUS	1200	JONES, SUSAN	PT
	ENG	110	INTRO TO ANCIENT LIT	5.0	36	12.00	.33	MTWRF	DAY-ON-CAMPUS	1000	DAWSON	FT
	ENG	120	MODERN WORLD LITERATURE	5.0	36	12.00	.33	MTWRF	DAY-ON-CAMPUS	0900	HASTINGS	FT
	ENG	132	INTRO TO FICTION	5.0	34	11.33	.33	MTWRF	DAY-ON-CAMPUS	1100	REMASH	FT
	ENG	292	SPEC STD LIT WOMEN MOD	5.0	28	9.33	.33	MTWRF	DAY-ON-CAMPUS	1200	BYSTROM	FT
SEATTLE CENT					163	54.33	1.64					
SEATTLE NORTH	ENG	135	INTRO TO LITERATURE	5.0	27	9.00	.33	MTWRF	DAY-ON-CAMPUS	0900	SMITH MARILY	FT
	ENG	135	INTRO TO LITERATURE	5.0	18	6.00	.34	M W	EVENING-ON-CAMPUS	0700	WEINGARTEN T	PT
	ENG	211	MAJOR BRITISH WRITERS	5.0	31	10.33	.34	MTWRF	DAY-ON-CAMPUS	1000	MILLHIZER W	FT
SEATTLE NORTH					76	25.33	1.01					
SEATTLE SOUTH	ENG	132	INTRODUCTION TO FICTION	5.0	20	6.67	.25	MTWRF	DAY-ON-CAMPUS	0900	CHU	FT
	ENG	222	AMERICAN LITERATURE	5.0	26	8.67	.34	MTWRF	DAY-ON-CAMPUS	1000	THOMPSON	FT
SEATTLE SOUTH					46	15.34	.59					
SHORELINE	ENGL	202	LITERATURE BY TOPIC	5.0	15	5.00	.34	MTWRF	DAY-ON-CAMPUS	0930	MCGUIRE, W	FT
	ENGL	202	LITERATURE BY TOPIC	5.0	15	5.00	.33	R	EVENING-ON-CAMPUS	0600	ODONNELL, J	PT
	ENGL	259	INTRODUCTION TO DRAMA	5.0	6	2.00	.10	MTWRF	DAY-ON-CAMPUS	1230	HENDRICKSON	FT
	ENGL	264	ENGLISH LITERATURE	5.0	20	6.67	.33	MTWRF	DAY-ON-CAMPUS	1130	MATES, A	FT
	ENGL	267	AMERICAN LITERATURE	5.0	25	8.33	.33	MTWRF	DAY-ON-CAMPUS	1030	WALTERS, D	FT
	ENGL	281	EUROP LIT THE GREEKS	5.0	23	7.67	.39	MTWRF	DAY-ON-CAMPUS	0830	MAXWELL, A	FT
	ETHST	290	JEWISH LITERATURE	5.0	42	14.00	.33	MTWRF	DAY-ON-CAMPUS	0930	BRITT, R	PT
SHORELINE					146	48.67	2.15					
BELLEVUE	ENGL	112	READING FICTION	5.0	49	16.33	.34	MTWRF	DAY-ON-CAMPUS	0830	BREDA S	FT
	ENGL	215	FOLKLORE:MYTH FOLKTALE	5.0	34	11.33	.16	MTWRF	DAY-ON-CAMPUS	1130	SANDERS C	FT
	ENGL	263	ENGL LIT:BEOWULF-SHAKESP	5.0	34	11.33	.33	MTWRF	DAY-ON-CAMPUS	0930	HARTWICH J	FT
	ENGL	267	AMER LIT BEGIN-CIVIL WAR	5.0	39	13.00	.33	MTWRF	DAY-ON-CAMPUS	1030	CHRISTIANSEN	FT
	ENGL	291	LITERARY MAGAZINE **	2.8	5	0.93	.13	ARR	DAY-ON-CAMPUS		SEEMAN J	FT
	ENGL	291	DIRECTED READ/RESEARCH	4.5	4	1.20	.20	ARR	DAY-ON-CAMPUS		SEEMAN J	FT
BELLEVUE					165	54.12	1.49					
HIGHLINE	LIT	100	READING IMAGINATIVE LIT	3.0	32	6.40	.20	MWF	DAY-ON-CAMPUS	0800	JOHNSON M	FT
	LIT	105	MOVIE MYSTIQUE:WAYS INTO	3.0	25	5.00	.22	M	EVENING-ON-CAMPUS	0515	HARRINGTON C	FT
	LIT	134	THE SHORT STORY	3.0	17	3.40	.19	T R	EVENING-ON-CAMPUS	0515	SMITH J	FT
	LIT	221	AMER LIT NEW WORLD IMAGE	5.0	21	7.00	.33	MTWRF	DAY-ON-CAMPUS	1000	OLSON R	FT
HIGHLINE					95	21.80	.94					

LITERATURE

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
GREEN RIVER	ENGL	121	AMERICAN LITERATURE	5.0	15	5.00	.11	MTWRF	DAY-ON-CAMPUS	1000	LOLAND V	FT
	ENGL	131	INTRO TO SHORT FICTION	5.0	31	10.33	.33	MTWRF	DAY-ON-CAMPUS	1100	WOOD J	FT
	ENGL	197	INTRO TO MYTHOLOGY	3.0	24	4.80	.17	MWF	DAY-ON-CAMPUS	0900	GOLDBERG G	FT
	ENGL	221	AMERICAN LITERATURE	5.0	9	3.00	.06	MTWRF	DAY-ON-CAMPUS	1000	LOLAND V	FT
GREEN RIVER					79	23.13	.67					
FT STEILACOOM	ENGL	211	BRITISH LIT	5.0	36	12.00	.32	MTWRF	DAY-ON-CAMPUS	1100	WESTBY S	PT
	ENGL	221	AMERICAN LIT	5.0	17	5.67	.33	T R	EVENING-ON-CAMPUS	0740	KRIEGER	FT
FT STEILACOOM					53	17.67	.65					
CENTRALIA	ENGL	110	INTRO TO LIT	5.0	26	8.67	.36	MTWRF	DAY-ON-CAMPUS	1000	MC ELROY	FT
	ENGL	118	SURV FICTION	3.0	20	4.00	.21	MWF	DAY-ON-CAMPUS	0900	GREEN	FT
	ENGL	118	SURV FICTION	3.0	34	6.80	.20	T R	EVENING-OFF-CAMPUS	0530	MCCABE	PT
	ENGL	151	WORLD LIT	3.0	12	2.40	.21	MWF	DAY-ON-CAMPUS	1200	ROSA	FT
	ENGL	220	SCI FICTION	3.0	5	1.00	.20	MWF	DAY-OFF-CAMPUS	1200	MADDOX	PT
	ENGL	225	RUSSIAN LIT	3.0	17	3.40	.20	W	EVENING-OFF-CAMPUS	0700	KAUFMAN	PT
CENTRALIA					114	26.27	1.38					
GARRETT HEYNS	ENGL	119	SCIENCE-FICT	2.0	16	2.13	.14	MTWRF	DAY-OFF-CAMPUS	0815	CLARE	FT
	ENGL	161	READ AM DRMA	2.0	15	2.00	.14	MTWRF	DAY-OFF-CAMPUS	0920	CLARE	FT
	ENGL	162	AM/L TO 1900	3.0	14	2.80	.13	MTWRF	DAY-OFF-CAMPUS	0245	CLARE	FT
GARRETT HEYNS					45	6.93	.41					
LOWER COLUMBIA	ENGL	260	WORLD LITERATURE	5.0	10	3.33	.33	MTWRF	DAY-ON-CAMPUS	1100	IRWIN R	FT
LOWER COLUMBIA					10	3.33	.33					
CLARK	ENGL	130	INTRO TO FIC	3.0	33	6.60	.20	MWF	DAY-ON-CAMPUS	1100	PARTAIN LELA	FT
	ENGL	130	INTRO TO FIC	3.0	33	6.60	.20	MWF	DAY-ON-CAMPUS	0100	PARTAIN L	FT
	ENGL	130	INTRO TO FIC	3.0	34	6.80	.21	W	EVENING-ON-CAMPUS	0700	PARTAIN LELA	ML
	ENGL	131	INTRO POETRY	3.0	32	6.40	.25	MWF	DAY-ON-CAMPUS	1000	SIMONSON SHE	FT
	ENGL	137	WORLD LIT	3.0	31	6.20	.25	MWF	DAY-ON-CAMPUS	1100	SPICER STANL	FT
	ENGL	151	SHOGUN	2.0	106	14.13	.07	ARR	DAY-OFF-CAMPUS	ARR	SANDER LEWIS	ML
	ENGL	151	SHOGUN	2.0			.07	ARR	DAY-ON-CAMPUS	ARR	DYER A	PT
	ENGL	241	MAJOR ENGL WRT	3.0	11	2.20	.25	MWF	DAY-ON-CAMPUS	0900	HAWKINS RICH	FT
CLARK					280	48.93	1.50					
WENATCHEE VAL	ENGL	107	INTRO/FICT	3.0	4	0.80	.06	T	EVENING-OFF-CAMPUS	0700	GOULD W	FT
	ENGL	108	INTRO/POETRY	3.0	6	1.20	.19	MWR	DAY-ON-CAMPUS	0100	JOHNSON R	FT
	ENGL	212	CONTEMP FICT	3.0	1	0.20	.06	ARR	DAY-OFF-CAMPUS	ARR	GOULD W	FT

LITERATURE

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
WENATCHEE VAL	ENGL	267	MJ AM WR I	3.0	6	1.20	.06	ARR	DAY-OFF-CAMPUS	ARR	GOULD W	FT
WENATCHEE VAL					17	3.40	.37					
YAKIMA VALLEY	ENGL	135	INTRO FICTION	3.0	11	2.20	.20	MWF	DAY-ON-CAMPUS	0930	BLACK D	FT
	ENGL	135	INTRO FICTION	3.0	16	3.20	.19	M	EVENING-OFF-CAMPUS	0630	LARSON R A	PT
	ENGL	197	F SCOTT FITZGERALD	3.0	13	2.60	.19	R	EVENING-ON-CAMPUS	0700	PIER T	ML
	ENGL	209	GREECE/ROME MYTHOLOGY	3.0	20	4.00	.16	MWF	DAY-ON-CAMPUS	0830	WIEHL I	FT
	ENGL	225	AMER-LIT-1620/1850	3.0	11	2.20	.20	MWF	DAY-ON-CAMPUS	1030	PIER T	FT
YAKIMA VALLEY					71	14.20	.94					
SPOKANE	ENG	131	INTRO LIT	5.0	32	10.67	.33	MTWRF	DAY-ON-CAMPUS	0930	BARNES E	FT
	ENG	131	INTRO LIT	5.0	35	11.67	.33	MTWRF	DAY-ON-CAMPUS	1030	WALL C	FT
	ENG	131	INTRO LIT	5.0	38	12.67	.34	T R	EVENING-ON-CAMPUS	0800	ROTH J	ML
	ENG	209	ENG LIT	5.0	34	11.33	.33	MTWRF	DAY-ON-CAMPUS	1030	HERDRICH MS	FT
SPOKANE					139	46.34	1.33					
SPOKANE FALLS	ENG	131	INTRO LIT	5.0	35	11.67	.35	MTWRF	DAY-ON-CAMPUS	0830	WEST CB	FT
	ENG	131	INTRO LIT	5.0	34	11.33	.31	MTWRF	DAY-ON-CAMPUS	1030	MCAULEY A	FT
	ENG	131	INTRO LIT	5.0	34	11.33	.33	WRF	DAY-ON-CAMPUS	1125	STRANGE W	FT
	ENG	131	INTRO LIT	5.0	29	9.67	.35	T R	EVENING-ON-CAMPUS	0700	GILBERT P	PT
	ENG	131	INTRO LIT	5.0	19	6.33	.35	S	DAY-OFF-CAMPUS	0800	LEE R	PT
	ENG	245	AMERICAN LIT	5.0	20	6.67	.33	MTWR	DAY-ON-CAMPUS	1235	TENNEY D	FT
SPOKANE FALLS					171	57.00	2.02					
BIG BEND	EGL	231	APPREC FICTION	5.0	19	6.33	.33	MTWR	DAY-ON-CAMPUS	0915	WOLFF	FT
	EGL	281	PORTRAIT OF WOMEN	2.0	10	1.33	.14	T	DAY-OFF-CAMPUS	0200	SILVER	PT
BIG BEND					29	7.66	.47					
COLUMBIA BASIN	LIT	135	INTRO TO FICTION	3.0	25	5.00	.20	MWF	DAY-ON-CAMPUS	0800	BOONE, D	FT
	LIT	137	INTRO TO POETRY	3.0	21	4.20	.20	R	EVENING-OFF-CAMPUS	0730	PEARSON, DN	ML
	LIT	170	SCIENCE FICTION	3.0	13	2.60	.20	MWF	DAY-ON-CAMPUS	1200	HUNGATE, M	FT
	LIT	195	BIBLE AS LIT 1	3.0	28	5.60	.25	MWF	DAY-ON-CAMPUS	1100	FISHER, R	FT
	LIT	225	AMERICAN LIT	3.0	16	3.20	.20	R	EVENING-ON-CAMPUS	0500	OAKLEY, N	PT
	LIT	264	ENGLISH LIT	5.0	24	8.00	.42	MTWRF	DAY-ON-CAMPUS	0900	FISHER, R	FT
COLUMBIA BASIN					127	28.60	1.47					
WALLA WALLA	LIT	116	HEART OF DARKNESS	2.0	5	0.67	.10	MTWRF	DAY-ON-CAMPUS	1030	RICHARDSON,H	FT
	LIT	140	INTRO TO LITERATURE	3.0	12	2.40	.17	W	EVENING-ON-CAMPUS	0700	BOUTZ,T.	PT
	LIT	140	INTRO TO LITERATURE	3.0	29	5.80	.19	MWF	DAY-ON-CAMPUS	0130	CROSS,D.	FT

LITERATURE

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WALLA WALLA	LIT	141	INTRO TO FICTION	3.0	8	1.60	.13	R	DAY-OFF-CAMPUS	0100	FUHR,G.	FT
	LIT	162	ATHLETE IN LITERATURE	3.0	18	3.60	.13	MWF	DAY-ON-CAMPUS	1030	FUHR,G.	FT
	LIT	242	AMERICAN LITERATURE	3.0	30	6.00	.10	MWF	DAY-ON-CAMPUS	1030	BELL,L.	FT
	LIT	267	COMIC STRIPS	1.0	7	0.47	.06	MTWRF	DAY-ON-CAMPUS	1130	CROSS,D.	FT
	LIT	268	INKLINGS OF CS LEWIS	2.0	6	0.80	.09	MTWRF	DAY-ON-CAMPUS	0930	CUDNEY,C.	FT
	LIT	290	GREAT BOOKS SEMINAR	2.0	5	0.67	.09	R	DAY-ON-CAMPUS	0130	CUDNEY,C.	FT
	LIT	299	SPECIAL PROBLEMS	3.0	5	1.00	.10	MTWRF	DAY-OFF-CAMPUS	ARR	BELL,L.	FT
WALLA WALLA					125	23.01	1.16					
WHATCOM	ENGL	111	LITERATURE BY WOMEN	5.0	1	0.33	.01	ARR	EVENING-OFF-CAMPUS		MANCUSO,S	FT
	ENGL	151	INTRO TO LITERATURE	5.0	23	7.67	.50	MTWR	DAY-OFF-CAMPUS	1135	OLAFSON,P	FT
	ENGL	225	LITERATURE/SOCIAL CHANGE	5.0	2	0.67	.01	ARR	EVENING-OFF-CAMPUS		MANCUSO,S	FT
WHATCOM					26	8.67	.52					
TACOMA	ENGL	257	INTRO TO POETRY	5.0	12	4.00	.33	T R	EVENING-ON-CAMPUS	0530	LUKIN,L	FT
	ENGL	258	INTRO TO FICTION	5.0	24	8.00	.33	MTWRF	DAY-ON-CAMPUS	1030	WEIHS F	FT
TACOMA					36	12.00	.66					
					2,398	650.51	27.35					

MUSIC HISTORY

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
PENINSULA	MUSIC	115	HIST & APPREC	3.0	25	5.00	.17	MWF	DAY-ON-CAMPUS	1000	POLLARD	FT
PENINSULA					25	5.00	.17					
GRAYS HARBOR	MUSIC	107	APPRECIATION OF MUSIC	5.0	17	5.67	.27	MTWRF	DAY-ON-CAMPUS	0900	ASMUS	FT
	MUSIC	210	POP/JAZZ MUS IN AMERICA	5.0	3	1.00	.30	MTWRF	DAY-ON-CAMPUS	1200	NEISINGER	FT
GRAYS HARBOR					20	6.67	.57					
SKAGIT VALLEY	MUS	121	MUSIC LIT (BASIC)	4.0	40	10.67	.14	W	DAY-ON-CAMPUS	0300	PLUCKER R	FT
	MUS	121	MUSIC LIT (BASIC)	4.0	9	2.40	.18	T R	EVENING-OFF-CAMPUS	0700	PATTERSON M	PT
	MUS	122	INSTR LITERATURE II	4.0	11	2.93	.14	MTWR	DAY-ON-CAMPUS	0900	PLUCKER R	FT
SKAGIT VALLEY					60	16.00	.46					
EVERETT	MUSIC	109	MUSIC FOR THE LISTENER	5.0	13	4.33	.25	MTWRF	DAY-ON-CAMPUS	0900	WAHLSTROM T	FT
	MUSIC	109	MUSIC FOR THE LISTENER	5.0	3	1.00	.25	MTWRF	DAY-ON-CAMPUS	0100	WAHLSTROM T	FT
	MUSIC	116	JAZZ 1ST 100 YEARS	5.0	3	1.00	.15	MTWRF	DAY-ON-CAMPUS	1000	SHAWGER J	FT
	MUSIC	207	MUSIC HIST AND LIT	2.0	8	1.07	.10	M W	DAY-ON-CAMPUS	1100	WAHLSTROM T	FT
EVERETT					27	7.40	.75					
EDMONDS	MUSIC	120	MUSIC FOR THE LISTENER	5.0	37	12.33	.31	MTWRF	DAY-ON-CAMPUS	1000	GUARD J	FT
EDMONDS					37	12.33	.31					
SEATTLE CENT	MUS	100	INTRODUCTION TO MUSIC	5.0	83	27.67	.32	MTWRF	DAY-ON-CAMPUS	1200	HOOD	PT
	MUS	110	MUSIC IN WESTERN WORLD	5.0	35	11.67	.35	MTWRF	DAY-ON-CAMPUS	1000	SHANGROW	PT
SEATTLE CENT					118	39.34	.67					
SEATTLE NORTH	MUS	100	SURVEY OF MUSIC	5.0	17	5.67	.35	MTWRF	DAY-ON-CAMPUS	0900	GDLEEKE W	FT
	MUS	205	POP MUSIC IN THE 20TH CE	3.0	14	2.80	.21	MWF	DAY-ON-CAMPUS	1200	RADKE F	FT
SEATTLE NORTH					31	8.47	.56					
SEATTLE SOUTH	MUS	100	INTRODUCTION TO MUSIC	5.0	13	4.33	.29	MTWRF	DAY-ON-CAMPUS	0900	KUHN	FT
SEATTLE SOUTH					13	4.33	.29					
SHORELINE	[illegible]	206	HISTORY OF JAZZ	5.0	22	7.33	.23	MTWRF	DAY-ON-CAMPUS	1030	MASSO, J	FT
	ETHST	227	HISTORY OF ROCK AND ROLL	5.0	30	10.00	.28	MTWRF	DAY-ON-CAMPUS	0930	MASSO, J	FT
	ETHST	227	HISTORY OF ROCK AND RO[illegible]	5.0	28	9.33	.32	MTWRF	DAY-ON-CAMPUS	1130	MASSO, J	FT
	MUSIC	107	SURVEY OF MUSIC	5.0	18	6.00	.33	MTWRF	DAY-ON-CAMPUS	0930	DOLACKY, S	PT
	MUSIC	107	SURVEY OF MUSIC	5.0	17	5.67	.26	MTWRF	DAY-ON-CAMPUS	1030	GOODRICH, J	FT

MUSIC HISTORY

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SHORELINE	MUSIC	107	SURVEY OF MUSIC	5.0	9	3.00	.33	T R	EVENING-ON-CAMPUS	0710	GOODRICH, J	CO
	MUSIC	211	HISTORY OF JAZZ	5.0	11	3.67	.11	MTWRF	DAY-ON-CAMPUS	1030	MASSO, J	FT
	MUSIC	212	HISTORY OF ROCK AND ROLL	5.0	6	2.00	.05	MTWRF	DAY-ON-CAMPUS	0930	MASSO, J	FT
	MUSIC	212	HISTORY OF ROCK AND ROLL	5.0	1	0.33	.01	MTWRF	DAY-ON-CAMPUS	1130	MASSO, J	FT
SHORELINE					142	47.33	1.92					
HIGHLINE	MUSIC	105	HISTORY OF JAZZ	3.0	20	4.00	.18	MWF	DAY-ON-CAMPUS	0900	NORDAL M	FT
	MUSIC	106	ROCK MUSIC METAMORPHOSIS	5.0	71	23.67	.33	MTWRF	DAY-ON-CAMPUS	1100	FISH E	FT
	MUSIC	112	MUSIC APPRE-20TH CENTURY	5.0	28	9.33	.30	MTWRF	DAY-ON-CAMPUS	1000	NORDAL M	FT
HIGHLINE					119	37.00	.81					
FT STEILACOOM	MUSIC	101	INTRO MUSIC	5.0	49	16.33	.27	MTWRF	DAY-ON-CAMPUS	0900	KNUDTSEN	FT
	MUSIC	103	INTRO JAZZ	5.0	34	11.33	.26	MTWRF	DAY-ON-CAMPUS	1000	KNUDTSEN	FT
FT STEILACOOM					83	27.66	.53					
CENTRALIA	MUSC	101	MUSIC THEORY	5.0	15	5.00	.30	MTWRF	DAY-ON-CAMPUS	0100	KIMBALL	FT
	MUSC	104	SURVEY/MUSIC	5.0	20	6.67	.31	MTWRF	DAY-ON-CAMPUS	0900	KIMBALL	FT
	MUSC	104	SURVEY/MUSIC	5.0	13	4.33	.34	MTWRF	DAY-OFF-CAMPUS	0900	WIRSING	PT
	MUSC	105	MUSIC HIST	3.0	8	1.60	.17	MWF	DAY-ON-CAMPUS	0200	NEFF	FT
	MUSC	123	MUSC/THEATRE	5.0	28	9.33	.20	MTWRF	DAY-ON-CAMPUS	1000	NEFF	FT
	MUSC	124	BALLET MUSIC	1.0	2	0.13	.02	MTWRF	DAY-ON-CAMPUS	1000	NEFF	FT
	MUSC	125	OPERA	1.0	2	0.13	.02	MTWRF	DAY-ON-CAMPUS	1000	NEFF	FT
	MUSC	126	MOVIES/TV	1.0	4	0.27	.03	MTWRF	DAY-ON-CAMPUS	1000	NEFF	FT
	MUSC	127	BROADWY SHOW	2.0	2	0.27	.02	MTWRF	DAY-ON-CAMPUS	1000	NEFF	FT
	MUSC	150	FUNDAMENTALS	3.0	6	1.20	.18	MWF	DAY-ON-CAMPUS	0900	NEFF	FT
	MUSC	201	ADV THEORY	2.0	6	0.80	.13	T R	DAY-ON-CAMPUS	1100	KIMBALL	FT
CENTRALIA					106	29.73	1.72					
LOWER COLUMBIA	MUSC	110	MUSIC APPRECIATION	3.4	16	3.63	.14	MTWRF	DAY-ON-CAMPUS	0900	SHERRY M	FT
	MUSC	221	ADV GUITAR I	2.0	8	1.07	.12	R	EVENING-ON-CAMPUS	0700	PEDERSON M	PT
	MUSC	296	MUSIC HISTORY	3.0	3	0.60	.03	MWF	DAY-ON-CAMPUS	0400	SHERRY M	FT
	MUSC	298	MUSIC HISTORY	3.0	1	0.20	.01	MWF	DAY-ON-CAMPUS	0400	SHERRY M	FT
LOWER COLUMBIA					28	5.50	.30					
CLARK	MUS	131	MUSIC APPREC	3.0	29	5.80	.21	T R	DAY-ON-CAMPUS	1100	ENMAN ROBERT	PT
	MUS	131	MUSIC APPREC	3.0	18	3.60	.26	T	EVENING-ON-CAMPUS	0700	GATES ALLEN	FT
CLARK					47	9.40	.47					
WENATCHEE VAL	MUSIC	100	FUND/MUSIC	5.0	6	2.00	.16	W	EVENING-OFF-CAMPUS	0430	RIGGS J	FT

MUSIC HISTORY

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
WENATCHEE VAL	MUSIC	101	THEORY	5.0	18	6.00	.15	MTWR	DAY-ON-CAMPUS	0900	KELLY G	FT
	MUSIC	101	MUSIC THEORY	5.0	6	2.00	.16	W	EVENING-OFF-CAMPUS	0430	RIGGS J	FT
	MUSIC	102	THEORY II	5.0	1	0.33	.01	ARR	DAY-ON-CAMPUS	ARR	KELLY G	FT
	MUSIC	141	MUSIC OF MAN	3.0	10	2.00	.17	R	EVENING-ON-CAMPUS	0700	LAPO R	FT
	MUSIC	201	THEORY II	5.0	6	2.00	.16	MWF	DAY-ON-CAMPUS	0800	KELLY G	FT
	MUSIC	201	MUSIC THEORY	5.0	1	0.33	.01	W	EVENING-OFF-CAMPUS	0430	RIGGS J	FT
WENATCHEE VAL					48	14.66	.82					
YAKIMA VALLEY	MUS	100	MUSIC FUNDAMENTALS	3.0	12	2.40	.12	MWF	DAY-ON-CAMPUS	0830	CRESWELL B	PT
	MUS	101	MUSIC THEORY-I	4.0	24	6.40	.19	MTWR	DAY-ON-CAMPUS	0930	NOTT D	FT
	MUS	101	MUSIC THEORY-I	4.0	24	6.40	.16	MTWR	DAY-ON-CAMPUS	0930	CRESWELL B	FT
	MUS	118	INTRO MUSIC	5.0	21	7.00	.20	MTWRF	DAY-ON-CAMPUS	1030	CRESWELL B	FT
	MUS	118	INTRO MUSIC	5.0	7	2.33	.24	MTWRF	DAY-ON-CAMPUS	0200	PETERSON S	FT
	MUS	121	MUSIC LIT-I	1.0	24	1.60	.04	F	DAY-ON-CAMPUS	0930	CRESWELL B	FT
	MUS	204	MUSIC THEORY-IV	5.0	2	0.67	.24	MTWRF	DAY-ON-CAMPUS	0830	NOTT D	FT
	MUS	204	MUSIC THEORY-IV	5.0	2	0.67	.20	MTWRF	DAY-ON-CAMPUS	0830	CRESWELL B	FT
YAKIMA VALLEY					116	27.47	1.39					
SPOKANE	MUSIC	107	INTRO MUSIC	5.0	34	11.33	.34	T R	DAY-ON-CAMPUS	0825	GILPIN MA	FT
SPOKANE					34	11.33	.34					
SPOKANE FALLS	MUSIC	107	INTRO MUSIC	5.0	39	13.00	.31	MTWRF	DAY-ON-CAMPUS	0830	JOHNSON D	FT
	MUSIC	107	INTRO MUSIC	5.0	38	12.67	.36	MTWRF	DAY-ON-CAMPUS	1030	SMITH WC	FT
	MUSIC	107	INTRO MUSIC	5.0	40	13.33	.30	MTWRF	DAY-ON-CAMPUS	1130	JOHNSON D	FT
SPOKANE FALLS					117	39.00	.97					
BIG BEND	MUS	100	INTRO TO MUSIC	5.0	16	5.33	.42	MTWR	DAY-ON-CAMPUS	1030	FREEMAN	FT
BIG BEND					16	5.33	.42					
COLUMBIA BASIN	MUS	115	APPRECIATION	5.0	35	11.67	.25	MTWRF	DAY-ON-CAMPUS	0800	CRABB, T	FT
	MUS	115	APPRECIATION	5.0	33	11.00	.25	MTWRF	DAY-ON-CAMPUS	0900	CRABB, T	FT
	MUS	115	APPRECIATION	5.0	34	11.33	.26	MTWRF	DAY-ON-CAMPUS	1000	PAUL, D	FT
COLUMBIA BASIN					102	34.00	.76					
WALLA WALLA	MUS	101	MUSIC APPRECIATION	3.0	29	5.80	.09	MWF	DAY-ON-CAMPUS	0130	BURGESS, E.	FT
	MUS	299	SPECIAL PROBLEMS	3.0	5	1.00	.09	MTWRF	DAY-OFF-CAMPUS	ARR	BELL, L.	FT
WALLA WALLA					34	6.80	.18					

MUSIC HISTORY

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
WHATCOM	MUSIC	101	FUNDAMENTALS OF MUSIC	2.0	19	2.53	.13	F	DAY-OFF-CAMPUS	1000	PAYTON,S	PT
WHATCOM					19	2.53	.13					
TACOMA	MUS	107	INTRO TO MUSIC	5.0	58	19.33	.36	T R	DAY-ON-CAMPUS	0800	NELSON GENE	FT
TACOMA					58	19.33	.36					
					1,400	416.61	14.90					

PHILOSOPHY

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
PENINSULA	PHIL	100	INTR TO PHIL	5.0	14	4.67	.33	MTWRF	DAY-ON-CAMPUS	1100	QUAST	FT
	PHIL	120	INTRO TO LOGIC	5.0	17	5.67	.33	MTWRF	DAY-ON-CAMPUS	0100	BRAUNINGER	FT
PENINSULA					31	10.34	.66					
OLYMPIC	HUMAN	198	LIBRARY USE	2.0	12	1.60	.12	T R	DAY-ON-CAMPUS	1200	ROSS R	V
	HUMAN	200	COMPAR RELG	5.0	31	10.33	.34	M W	EVENING-ON-CAMPUS	0445	NORTON R	FT
	PHILO	101	INTRO PHIL	5.0	41	13.67	.33	MTWRF	DAY-ON-CAMPUS	0800	NORTON R	FT
	PHILO	120	INTRO LOGIC	5.0	25	8.33	.33	MTWRF	DAY-ON-CAMPUS	0900	NORTON R	FT
	PHILO	120	INTRO LOGIC	5.0	13	4.33	.36	T R	EVENING-OFF-CAMPUS	0445	RUCKER R	PT
OLYMPIC					122	38.26	1.48					
SKAGIT VALLEY	PHIL	100	INTRO TO PHILO	5.0	14	4.67	.18	M F	DAY-ON-CAMPUS	0800	COOLE W	FT
	PHIL	100	DUMMY SECTION	*			.22	M F	DAY-ON-CAMPUS	0800	PEARSON N	PT
	PHIL	100	INTRO TO PHILO	5.0	19	6.33	.05	M	EVENING-ON-CAMPUS	0700	COOLE W.	ML
	PHIL	100	INTRO TO PHILOSOPHY	5.0	27	9.00	.30	T R	EVENING-OFF-CAMPUS	0700	ABRAMS R	PT
	PHIL	111	INTRO TO LOGIC	3.0	5	1.00	.06	M F	DAY-ON-CAMPUS	0800	COOLE W	FT
	PHIL	111	INTRO TO LOGIC	3.0	10	2.00	.01	M	EVENING-ON-CAMPUS	0700	COOLE W	ML
	PHIL	215	INTRO TO ETHICS	5.0	30	10.00	.38	M F	DAY-ON-CAMPUS	0100	COOLE W	FT
	PHIL	215	INTRO TO ETHICS	5.0	28	9.33	.06	W	EVENING-ON-CAMPUS	0400	COOLE W	ML
	PHIL	255	INDEPENDENT STUDY	5.0	1	0.33	.01	MTWRF	DAY-ON-CAMPUS	0100	COOLE W	V
SKAGIT VALLEY					134	42.66	1.27					
EVERETT	PHIL	100	INTRODUCTION PHILOSOPHY	5.0	20	6.67	.34	MTWRF	DAY-ON-CAMPUS	1000	HOUGHTALING	FT
	PHIL	120	INTRODUCTION TO LOGIC	5.0	15	5.00	.33	MTWRF	DAY-ON-CAMPUS	1200	HOUGHTALING	FT
	PHIL	267	PHILOSOPHY & RELIGION	5.0	14	4.67	.33	T R	EVENING-ON-CAMPUS	0700	HOUGHTALING	FT
EVERETT					49	16.34	1.00					
EDMONDS	ENGL	180	THE BIBLE AS LITERATURE	5.0	23	7.67	.35	MTWRF	DAY-ON-CAMPUS	1100	WILLIAMSON D	FT
	PHIL	100	INTRO TO PHILOSOPHY	5.0	44	14.67	.33	MTWR	DAY-ON-CAMPUS	0110	HOLLINSWORTH	FT
EDMONDS					67	22.34	.68					
SEATTLE CENT	PHI	100	INTRO TO PHILOSOPHY	5.0	29	9.67	.35	MTWRF	DAY-ON-CAMPUS	0800	KELLER	FT
	PHI	118	PRAC RSNG & DEC MAKING	5.0	32	10.67	.33	M W	EVENING-ON-CAMPUS	0700	ANDERSON	FT
	PHI	120	INTRODUCTION TO LOGIC	5.0	25	8.33	.35	MTWRF	DAY-ON-CAMPUS	1100	ANDERSON	FT
	PHI	267	INTRO/PHILOS. OF RELIGI	5.0	20	6.67	.32	MTWRF	DAY-ON-CAMPUS	0800	ANDERSON	FT
SEATTLE CENT					106	35.34	1.35					
SEATTLE NORTH	PHI	100	INTRO TO PHILOSOPHY	5.0	32	10.67	.33	MTWRF	DAY-ON-CAMPUS	0800	KERNS	FT
	PHI	100	INTRO TO PHILOSOPHY	5.0	56	18.67	.33	MTWRF	DAY-ON-CAMPUS	1000	KERNS T	FT

PHILOSOPHY

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SEATTLE NORTH	PHI	100	INTRO TO PHILOSOPHY	5.0			.38	MTWRF	DAY-ON-CAMPUS	1000	HARNISH J	FT
	PHI	120	INTRO TO LOGIC	5.0	30	10.00	.34	MTWRF	DAY-ON-CAMPUS	0100	KERNS T	ML
	PHI	150	THE LONG SEARCH	3.0	17	3.40	.23	T R	DAY-ON-CAMPUS	1200	HARNISH J	FT
SEATTLE NORTH					135	42.74	1.61					
SEATTLE SOUTH	PHI	100	INTRO TO PHILOSOPHY	5.0	43	14.33	.32	S	DAY-ON-CAMPUS	0830	PIERCE	PT
	PHI	120	INTRODUCTION TO LOGIC	5.0	37	12.33	.32	MTWRF	DAY-ON-CAMPUS	1100	PIERCE	PT
SEATTLE SOUTH					80	26.66	.64					
SHORELINE	PHIL	100	INTRO TO PHILOSOPHY	5.0	58	19.33	.50	MTWRF	DAY-ON-CAMPUS	0830	PATRICK, F	FT
	PHIL	100	INTRO TO PHILOSOPHY	5.0	39	13.00	.33	MTWRF	DAY-ON-CAMPUS	1030	HAGEMEYER, E	FT
	PHIL	120	INTRODUCTION TO LOGIC	5.0	38	12.67	.34	MTWRF	DAY-ON-CAMPUS	0730	HEICK, C	FT
	PHIL	120	INTRODUCTION TO LOGIC	5.0	39	13.00	.33	MTWRF	DAY-ON-CAMPUS	0930	HEICK, C	FT
	PHIL	120	INTRODUCTION TO LOGIC	5.0	38	12.67	.33	MTWRF	DAY-ON-CAMPUS	1030	HEICK, C	FT
	PHIL	120	INTRODUCTION TO LOGIC	5.0	32	10.67	.34	MTWRF	DAY-ON-CAMPUS	1230	HAGEMEYER, E	FT
	PHIL	120	INTRODUCTION TO LOGIC	5.0	27	9.00	.31	M W	EVENING-ON-CAMPUS	0710	HAGEMEYER, E	ML
	PHIL	267	PHIL. OF RELIGION	5.0	21	7.00	.50	MTWRF	DAY-ON-CAMPUS	1030	PATRICK, F	FT
	PHIL	298	SPECIAL PROJECT	2.0	1	0.13	.01	ARR	DAY-ON-CAMPUS		HEICK, C	V
	PHIL	299	SPECIAL PROJECT	3.0	1	0.20	.01	ARR	DAY-ON-CAMPUS		HEICK, C	V
SHORELINE					294	97.67	3.02					
BELLEVUE	PHIL	100	INTRO TO PHILOSOPHY	5.0	21	7.00	.25	MTR	DAY-ON-CAMPUS	0130	MAYER D	FT
	PHIL	100	INTRO TO PHILOSOPHY	5.0	50	16.67	.25	MTWRF	DAY-ON-CAMPUS	1030	MAYER D	FT
	PHIL	110	INTRO TO SOCIAL ETHICS	5.0	30	10.00	.25	MTWRF	DAY-ON-CAMPUS	1130	MAYER D	FT
	PHIL	120	INTRO TO LOGIC	5.0	39	13.00	.22	MTWRF	DAY-ON-CAMPUS	0830	WULFF J	FT
	PHIL	120	INTRO TO LOGIC	5.0	42	14.00	.22	MTWRF	DAY-ON-CAMPUS	1030	WULFF J	FT
	PHIL	280	CONFERENCE IN PHIL	5.0			.23	ARR	DAY-ON-CAMPUS		WULFF J	FT
	PHIL	280	CONFERENCE IN PHIL	5.0	2	0.67	.25	ARR	DAY-ON-CAMPUS		MAYER D	FT
BELLEVUE					184	61.34	1.67					
HIGHLINE	LIT	120	THE BIBLE AND LITERATURE	5.0	36	12.00	.34	MTWRF	DAY-ON-CAMPUS	1100	BRIESMEISTER	FT
	PHIL	100	INTRO TO PHILOSOPHY	5.0	28	9.33	.25	MTWRF	DAY-ON-CAMPUS	1200	JONES D	FT
	PHIL	100	INTRO TO PHILOSOPHY	5.0	31	10.33	.33	T R	EVENING-ON-CAMPUS	0445	PIERCE T	PT
	PHIL	110	CONTEMP ETHICAL ISSUES	5.0	30	10.00	.25	MTWRF	DAY-ON-CAMPUS	0900	JONES D	FT
	PHIL	120	INTRO/LOGIC PRACT REASON	5.0	38	12.67	.25	MTWRF	DAY-ON-CAMPUS	1000	JONES D	FT
	PHIL	120	INTRO/LOGIC PRACT REASON	5.0	32	10.67	.25	MTWRF	DAY-ON-CAMPUS	0100	JONES D	FT
	PHIL	160	COMPARATIVE RELIGIONS	5.0	26	8.67	.33	MTWRF	DAY-ON-CAMPUS	1100	ROY M	PT
HIGHLINE					221	73.67	2.00					
GREEN RIVER	HUMAN	100	CREAT & CRITICAL THINK	5.0	25	8.33	.33	MTWRF	DAY-ON-CAMPUS	0800	LUCKMANN W	FT

PHILOSOPHY

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
GREEN RIVER	PHIL	100	WESTERN PHILOSOPHY,INTRO	5.0	26	8.67	.31	MTWRF	DAY-ON-CAMPUS	1100	CLAUSEN J	PT
	PHIL	100	WESTERN PHILOSOPHY,INTRO	5.0	25	8.33	.31	M W	EVENING-ON-CAMPUS	0700	CLAUSEN J	PT
	PHIL	110	SOCIAL ETHICS	5.0	25	8.33	.25	MTWRF	DAY-ON-CAMPUS	1100	VAN RY M	FT
	PHIL	115	REASON. IN EVERYDAY LIFE	5.0	26	8.67	.31	MTWRF	DAY-ON-CAMPUS	0800	CLAUSEN J	PT
	PHIL	120	LOGIC-INTRODUCTION TO	5.0	28	9.33	.31	MTWRF	DAY-ON-CAMPUS	0900	CLAUSEN J	PT
	PHIL	205	DEATH AND DYING	5.0	25	8.33	.25	MTWRF	DAY-ON-CAMPUS	1000	VAN RY M	FT
	PHIL	210	COMPARATIVE RELIGION	5.0	25	8.33	.25	MTWRF	DAY-ON-CAMPUS	0900	VAN RY M	FT
	PHIL	299	INDEPENDENT STUDY	5.0	1	0.33	.25	ARR	DAY-OFF-CAMPUS	ARR	VAN RY M	FT
GREEN RIVER					206	68.65	2.57					
FT STEILACOOM	PHIL	100	INTRO PHILOS	5.0	38	12.67	.32	MTWRF	DAY-ON-CAMPUS	0800	KINERK J	PT
	PHIL	100	INTRO PHILOS	5.0	34	11.33	.32	M W	EVENING-ON-CAMPUS	0750	SAXBY D	PT
	PHIL	100	INTRO PHILOS	5.0	1	0.33	.01	MTWRF	DAY-ON-CAMPUS	1200	COBB	V
	PHIL	100	INTRO PHILOS	5.0	24	8.00	.32	T R	EVENING-OFF-CAMPUS	0600	ADDANTE	PT
	PHIL	100	INTRO PHILOS	5.0	12	4.00	.32	MTWR	EVENING-OFF-CAMPUS	1700	SILVER J	PT
	PHIL	120	INTRO/LOGIC	5.0	17	5.67	.33	S	DAY-OFF-CAMPUS	0800	ADDANTE	CO
	PHIL	120	INTRO/LOGIC	5.0	11	3.67	.32	M W	EVENING-OFF-CAMPUS	1930	ADDANTE	PT
	PHIL	150	INTRO ETHICS	5.0	6	2.00	.32	S	DAY-OFF-CAMPUS	0800	YOUNG J	PT
	PHIL	210	PERS PHILOS	5.0	36	12.00	.32	MTWRF	DAY-ON-CAMPUS	1000	KINERK J	PT
FT STEILACOOM					179	59.67	2.58					
CENTRALIA	PHIL	101	INTRODUCTION	5.0	29	9.67	.36	MTWRF	DAY-ON-CAMPUS	1000	ROSA	FT
	PHIL	201	RELIGIONS	3.0	19	3.80	.20	R	EVENING-OFF-CAMPUS	0700	MANHEIMER	PT
CENTRALIA					48	13.47	.56					
GARRETT HEYNS	PHIL	102	LOGIC	5.0	12	4.00	.12	MTWRF	DAY-OFF-CAMPUS	1235	BROWN	V
GARRETT HEYNS					12	4.00	.12					
LOWER COLUMBIA	PHIL	200	INTRO TO PHILOSOPHY	5.0	33	11.00	.33	MTWRF	DAY-ON-CAMPUS	0900	MASHINTER H	FT
	PHIL	200	INTRO TO PHILOSOPHY	5.0	30	10.00	.34	MTWRF	DAY-ON-CAMPUS	1000	KELLEY R	FT
	PHIL	210	ETHICS	5.0	13	4.33	.33	MTWRF	DAY-ON-CAMPUS	0100	MASHINTER H	FT
LOWER COLUMBIA					76	25.33	1.00					
CLARK	PHIL	101	INTRO TO PHIL	5.0	35	11.67	.34	MTWRF	DAY-ON-CAMPUS	1100	EPTON CHARLE	FT
	PHIL	101	INTRO TO PHIL	5.0	30	10.00	.33	MTWRF	DAY-ON-CAMPUS	0900	EPTON CHARLE	FT
	PHIL	170	LOGIC	5.0	17	5.67	.33	MTWRF	DAY-ON-CAMPUS	0800	EPTON CHARLE	FT
	PHIL	267	INT PHIL-RELGN	5.0	20	6.67	.35	M W	EVENING-ON-CAMPUS	0700	NICHOLSON KE	PT
	PHIL	290	SPECIAL PROJ	2.0	1	0.13	.01	ARR	DAY-ON-CAMPUS	ARR	EPTON CHARLE	V
CLARK					103	34.14	1.36					

PHILOSOPHY

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
WENATCHEE VAL	PHIL	100	INTRO/PHILOS	5.0	39	13.00	.34	MTWRF	DAY-ON-CAMPUS	1000	STOWELL P	FT
WENATCHEE VAL					39	13.00	.34					
YAKIMA VALLEY	PHIL	101	INTRO PHILOSOPHY	5.0	34	11.33	.34	MTWRF	DAY-ON-CAMPUS	1030	MCCUTCHEON R	FT
	PHIL	120	INTRO LOGIC	5.0	13	4.33	.33	MTWRF	DAY-ON-CAMPUS	0830	MCCUTCHEON R	FT
	PHIL	120	INTRO LOGIC	5.0	11	3.67	.33	MTWRF	DAY-ON-CAMPUS	0100	MCCUTCHEON R	FT
	PHIL	215	INTRD ETHIC	5.0	13	4.33	.31	M W	EVENING-ON-CAMPUS	0700	DEEGAN J	PT
YAKIMA VALLEY					71	23.66	1.31					
SPOKANE	PHIL	101	INTRO PHILOS	5.0	66	22.00	.34	MTWRF	DAY-ON-CAMPUS	1130	ROTH GO	FT
	PHIL	220	PHILOS RELIG	5.0	31	10.33	.33	MTWRF	DAY-ON-CAMPUS	1030	RUSSELL W	FT
SPOKANE					97	32.33	.67					
SPOKANE FALLS	PHIL	101	INTRO PHILOS	5.0	57	19.00	.34	MTWRF	DAY-ON-CAMPUS	0830	HOLLOWELL R	FT
	PHIL	101	INTRD PHILOS	5.0	59	19.67	.33	WRF	DAY-ON-CAMPUS	1125	HOLLOWELL R	FT
	PHIL	101	INTRO PHILOS	5.0	32	10.67	.35	S	DAY-ON-CAMPUS	0800	BALDASTY R	PT
	PHIL	101	INTRO PHIL	5.0	31	10.33	.35	T R	EVENING-OFF-CAMPUS	0530	BALDASTY R	PT
	PHIL	210	INTRO ETHICS	5.0	33	11.00	.33	MTWRF	DAY-ON-CAMPUS	1030	HOLLOWELL R	FT
SPOKANE FALLS					212	70.67	1.70					
BIG BEND	PHL	200	INTRO TO PHILOSOPHY	5.0	20	6.67	.33	MTWR	DAY-ON-CAMPUS	1145	WOLFF	FT
BIG BEND					20	6.67	.33					
COLUMBIA BASIN	PHI	101	PHILOSOPHY INTRO	5.0	23	7.67	.31	MTWRF	DAY-ON-CAMPUS	1200	COMMEREE, N	FT
COLUMBIA BASIN					23	7.67	.31					
WALLA WALLA	PHIL	101	INTRO TO PHILOSOPHY	5.0	54	18.00	.28	MTWRF	DAY-ON-CAMPUS	0830	RICHARDSON,H	FT
	PHIL	101	INTRO TO PHILOSOPHY	5.0	41	13.67	.28	MTWRF	DAY-ON-CAMPUS	1230	RICHARDSON,H	FT
	PHIL	101	INTRO TO PHILOSOPHY	5.0	13	4.33	.25	MTWRF	DAY-OFF-CAMPUS	0100	STRATTON,J.	FT
	PHIL	101	INTRO TO PHILOSOPHY	5.0	11	3.67	.25	MTWRF	DAY-OFF-CAMPUS	1000	STRATTON,J.	FT
	PHIL	102	PHILOSOPHY	5.0	30	10.00	.28	MTWRF	DAY-ON-CAMPUS	0930	RICHARDSON,H	FT
	PHIL	118	EXISTENTIALISM	1.0	24	1.60	.06	MTWRF	DAY-ON-CAMPUS	0930	RICHARDSON,H	FT
	PHIL	121	INTRO TO LOGIC	5.0	11	3.67	.25	MTWRF	DAY-OFF-CAMPUS	0900	STRATTON,J.	FT
WALLA WALLA					184	54.94	1.65					
WHATCOM	PHIL	100	INTRO WESTERN PHILOSOPHY	5.0	27	9.00	.33	T R	DAY-OFF-CAMPUS	0100	MARGOLIS,J	PT
	PHIL	189	HISTORY OF PHILOSOPHY	3.0	1	0.20	.01	ARR	EVENING-OFF-CAMPUS		DEIRO,J	FT

PHILOSOPHY

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
WHATCOM					28	9.20	.34					
TACOMA	PHIL	100	INTRO/PHILOSOPHY	5.0	36	12.00	.34	MTWRF	DAY-ON-CAMPUS	0830	EDRINGTON D	FT
	PHIL	100	INTRODUCTION PHILOSOPHY	5.0	24	8.00	.35	T R	DAY-ON-CAMPUS	0750	KINERK J	PT
	PHIL	100	INTRODUCTION PHILOSOPHY	5.0	37	12.33	.35	S	DAY-ON-CAMPUS	0800	KINERK J	PT
	PHIL	119	CRITICAL THINKING	5.0	37	12.33	.33	MTWRF	DAY-ON-CAMPUS	1030	EDRINGTON D	FT
TACOMA					134	44.66	1.37					
					2,855	935.42	31.59					

POLITICAL SC.

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
PENINSULA	PO SC	120	AMER GOVT	5.0	18	6.00	.33	MTWRF	DAY-ON-CAMPUS	0900	QUAST	FT
	S C	017	CONTEMP WORLD PROBLEMS	2.0	15	2.00	.14	ARR	EVENING-OFF-CAMPUS		BROWN	PT
PENINSULA					33	8.00	.47					
GRAYS HARBOR	POL-S	200	INTERNATIONAL RELATIONS	5.0	20	6.67	.32	MTWRF	DAY-ON-CAMPUS	0800	CREW	FT
	POL-S	230	AMERICAN GOVERNMENT	5.0	12	4.00	.36	MTWRF	DAY-ON-CAMPUS	1000	BASICH	FT
GRAYS HARBOR					32	10.67	.68					
OLYMPIC	POL S	083	CIVICS	3.0	2	0.40	.01	ARR	DAY-OFF-CAMPUS	ARR	HAM DIL HOU	PT
	POL S	083	CIVICS	3.0			.01	ARR	DAY-OFF-CAMPUS	ARR	DILLON L	PT
	POL S	083	CIVICS	3.0			.01	ARR	DAY-OFF-CAMPUS	ARR	HOUCK S	PT
	POL S	084	WORLD PROBM	3.0	5	1.00	.05	R	EVENING-OFF-CAMPUS	0630	SWEET J	PT
	POL S	084	WORLD PROBM	3.0	1	0.20	.01	R	EVENING-OFF-CAMPUS	0630	BYEPS B	PT
	POL S	084	WORLD PROBM	3.0	4	0.80	.01	ARR	DAY-OFF-CAMPUS	ARR	HAM DIL HOU	PT
	POL S	084	WORLD PROBM	3.0			.01	ARR	DAY-OFF-CAMPUS	ARR	DILLON L	PT
	POL S	084	WORLD PROBM	3.0			.02	ARR	DAY-OFF-CAMPUS	ARR	HOUCK S	PT
	POL S	101	SURVEY	5.0	21	7.00	.34	MTWRF	DAY-ON-CAMPUS	0900	WHYBARK Q	FT
	POL S	101	SURVEY	5.0	30	10.00	.33	T R	EVENING-ON-CAMPUS	0710	WHYBARK Q	FT
	POL S	210	AMER GOVT	5.0	17	5.67	.33	MTWRF	DAY-ON-CAMPUS	1100	WHYBARK Q	FT
OLYMPIC					80	25.07	1.13					
SKAGIT VALLEY	POSC	015	CITIZEN NATURALIZATION	3.0	17	3.40	.18	W	EVENING-OFF-CAMPUS	0700	DULIN G	PT
	POSC	132	SMNR EDUC GVMNT 2	1.0	2	0.13	.03	S	DAY-OFF-CAMPUS	0800	SNYDER R	FT
	POSC	202	AMER GOVERN AND POLITICS	5.0	24	8.00	.25	MTWRF	DAY-ON-CAMPUS	1000	MORRELL M	FT
	POSC	202	US GOVT & POLITICS	5.0	11	3.67	.30	M W	EVENING-OFF-CAMPUS	0700	KOTSCHWAR J	PT
SKAGIT VALLEY					54	15.20	.76					
EVERETT	AD ED	072	CITIZENSHIP	3.0	13	2.60	.19	T	EVENING-ON-CAMPUS	0700	CROSS SANDRA	PT
	POL S	098	SEMINARS IN POL S	2.4	9	1.44	.12	M	EVENING-OFF-CAMPUS	0700	WISMAN J	CO
	POL S	100	BASIC POLITICAL CONCEPTS	5.0	27	9.00	.33	MTWRF	DAY-ON-CAMPUS	0900	HENSLEY D	FT
	POL S	101	INTRO TO POLITICS	5.0	16	5.33	.33	MTWR	EVENING-ON-CAMPUS	0500	LONDON G	FT
	POL S	201	AMERICAN POLITICS	5.0	26	8.67	.33	MTWRF	DAY-ON-CAMPUS	1100	HENSLEY D	FT
EVERETT					91	27.04	1.30					
EDMONDS	POLSC	104	AMERICAN GOVERNMENT	5.0	48	16.00	.33	MTWRF	DAY-ON-CAMPUS	1000	DEINHART M	FT
EDMONDS					48	16.00	.33					
SEATTLE CENT	POL	101	INTRD TO POLITICS	5.0	43	14.33	.33	MTWRF	DAY-ON-CAMPUS	0900	HARRINGTON	FT
	POL	101	INTRO TO POLITICS	5.0	46	15.33	.32	MTWRF	DAY-ON-CAMPUS	1100	HARRINGTON	FT

POLITICAL SC.

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SEATTLE CENT	POL	102	AMERICAN GOVERNMENT	5.0	29	9.67	.35	MTWRF	DAY-ON-CAMPUS	0100	HARRINGTON	FT
SEATTLE CENT					118	39.33	1.00					
SEATTLE NORTH	POL	102	AMERICAN GOVT	5.0	36	12.00	.34	MTWRF	DAY-ON-CAMPUS	0800	CLOUGH N	FT
	POL	111	THE AMERICAN PRESIDENCY	5.0	33	11.00	.33	MTWRF	DAY-ON-CAMPUS	1000	CLOUGH N	FT
	POL	230	INTERNATIONAL RELATIONS	5.0	26	8.67	.33	MTWRF	DAY-ON-CAMPUS	1100	TRIMBLE D	FT
SEATTLE NORTH					95	31.67	1.00					
SEATTLE SOUTH	POL	201	INTRO TO POLITICAL SCI	5.0	37	12.33	.34	MTWRF	DAY-ON-CAMPUS	0900	OTHMAN	FT
	POL	202	DYNAMICS OF AMER. POLITI	5.0	39	13.00	.33	MWF	DAY-ON-CAMPUS	1200	OTHMAN	FT
SEATTLE SOUTH					76	25.33	.67					
SHORELINE	POLSC	201	INTRO POLITICAL SCIENCE	5.0	40	13.33	.34	MTWRF	DAY-ON-CAMPUS	0930	KLEIN, G	FT
	POLSC	202	AMER GOVT AND POLITICS	5.0	30	10.00	.33	MTWRF	DAY-ON-CAMPUS	0830	KLEIN, G	FT
	POLSC	202	AMER GOVT AND POLITICS	5.0	25	8.33	.33	MTWRF	DAY-ON-CAMPUS	1130	KLEIN, G	FT
	POLSC	203	INTERNATIONAL RELATIONS	5.0	25	8.33	.33	MTWRF	DAY-ON-CAMPUS	0930	LINFORD, L	FT
	POLSC	298	SPECIAL PROJECT	2.0	1	0.13	.01	ARR	DAY-ON-CAMPUS		THOMSON, H	V
	POLSC	299	SPECIAL PROJECT	3.0	1	0.20	.01	ARR	DAY-ON-CAMPUS		THOMSON, H	V
SHORELINE					122	40.32	1.35					
BELLEVUE	POLSC	101	INTRO TO POLITICS	5.0	50	16.67	.46	MTWRF	DAY-ON-CAMPUS	1030	KHAN A	FT
	POLSC	102	AMERICAN GOVT & POL	5.0	49	16.33	.34	MTWRF	DAY-ON-CAMPUS	0830	HAMERNYIK S	PT
	POLSC	102	AMERICAN GOVT & POLITICS	5.0	23	7.67	.34	T R	EVENING-ON-CAMPUS	0530	AMEN T	PT
	POLSC	103	INTERN RELATIONS	5.0	49	16.33	.45	MTWRF	DAY-ON-CAMPUS	0930	KHAN A	FT
	POLSC	197	THE UNITED NATIONS	1.0	16	1.07	.09	W	DAY-ON-CAMPUS	0130	KHAN A	FT
	POLSC	205	COMPARATIVE GOVT	5.0	32	10.67	.34	MTWRF	DAY-ON-CAMPUS	1130	HAMERNYIK S	PT
	POLSC	230	REVOLUTIONS IN MOD WLD	5.0	45	15.00	.34	MTWRF	DAY-ON-CAMPUS	1030	HAMERNYIK S	PT
	POLSC	281	INDIV CONF AND RESRCH	5.0	1	0.33	.01	ARR	DAY-ON-CAMPUS		HAMERNYIK S	V
BELLEVUE					265	84.07	2.37					
HIGHLINE	POL S	120	AMERICAN GOVERNMENT	5.0	41	13.67	.24	MTWRF	DAY-ON-CAMPUS	0900	DODD D	FT
	POL S	120	AMERICAN GOVERNMENT	5.0	38	12.67	.24	MTWRF	DAY-ON-CAMPUS	1100	DODD D	FT
	POL S	130	MODERN GOVERNMENT	5.0	13	4.33	.24	MTWRF	DAY-ON-CAMPUS	1000	DODD D	FT
HIGHLINE					92	30.67	.72					
GREEN RIVER	P SCI	090	INTRO TO POLITICAL SCI	3.0	1	0.20	.15	ARR	DAY-OFF-CAMPUS	ARR	BARNARD J	FT
	P SCI	100	INTRO TO POLITICAL SCIEN	3.0	32	6.40	.15	MWF	DAY-ON-CAMPUS	0800	BARNARD J	FT
	P SCI	100	INTRO TO POLITICAL SCIEN	3.0	29	5.80	.15	MWF	DAY-ON-CAMPUS	0100	BARNARD J	FT
	P SCI	100	INTRO TO POLITICAL SCIEN	3.0	21	4.20	.19	T R	EVENING-ON-CAMPUS	0530	BARNARD J	ML

POLITICAL SC.

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
GREEN RIVER	P SCI	150	POLITICAL CAMPAIGNING	1.0	3	0.20	.05	ARR	DAY-OFF-CAMPUS	ARR	BARNARD J	FT
	P SCI	202	AMERICAN GOVERNMENT	5.0	26	8.67	.25	MTWRF	DAY-ON-CAMPUS	0900	BARNARD J	FT
	P SCI	202	AMERICAN GOVERNMENT	5.0	25	8.33	.25	MTWRF	DAY-ON-CAMPUS	1100	BARNARD J	FT
GREEN RIVER					137	33.80	1.19					
FT STEILACOOM	POLS	101	INTRO POLTCS	3.0	4	0.80	.03	ARR	DAY-OFF-CAMPUS	ARR	COBB	ML
	POLS	101	INTRO POLTCS	3.0	1	0.20	.01	ARR	EVENING-OFF-CAMPUS	ARR	GREEN	FT
	POLS	102	INTNTAL REL	3.0	1	0.20	.01	ARR	DAY-OFF-CAMPUS	ARR	COBB	ML
	POLS	102	INTRO POLTCS	3.0	1	0.20	.01	ARR	EVENING-OFF-CAMPUS	ARR	GREEN	FT
	POLS	104	STAT LOC GOV	1.0	3	0.20	.02	ARR	DAY-OFF-CAMPUS	0000	COBB	ML
	POLS	201	MODERN GOVT	5.0	39	13.00	.54	MTWRF	DAY-ON-CAMPUS	0900	COBB	FT
	POLS	201	MODERN GOVT	5.0	24	8.00	.32	M W	EVENING-ON-CAMPUS	0530	MUELLER D	PT
	POLS	202	US POL SYSM	1.3	95	8.23	.14	MTWRF	DAY-ON-CAMPUS	1200	JAECH	FT
	POLS	202	US POL SYSM	5.0	16	5.33	.32	T R	EVENING-OFF-CAMPUS	0740	CALLOW	PT
	POLS	202	US POL SYSM	5.0	23	7.67	.32	T R	EVENING-OFF-CAMPUS	0740	STEVENS R	PT
	POLS	202	HONORS	1.2	95	7.60	.04	MTWRF	DAY-ON-CAMPUS	1200	KINERK	PT
FT STEILACOOM					302	51.43	1.76					
LOWER COLUMBIA	POLS	201	AMER POLITICAL INSTIT	5.0	27	9.00	.33	MTWRF	DAY-ON-CAMPUS	1200	VEST W	FT
LOWER COLUMBIA					27	9.00	.33					
CLARK	POSC	111	AM NAT GOV-POL	5.0	49	16.33	.50	MTWRF	DAY-ON-CAMPUS	0900	ALDINGER PAU	FT
	POSC	111	AM NAT GOV-POL	5.0	47	15.67	.50	MTWRF	DAY-ON-CAMPUS	1100	ALDINGER PAU	FT
	POSC	113	WRLD W/O WAR	3.0	31	6.20	.15	T	EVENING-ON-CAMPUS	0700	ROBERTS NORM	FT
	POSC	140	BALLOTS BANDWG	3.0	18	3.60	.21	R	EVENING-ON-CAMPUS	0700	ALDINGER PAU	ML
	POSC	151	INTERNATL ORGN	1.0	11	0.73	.05	ARR	DAY-ON-CAMPUS	ARR	ROBERTS NORM	FT
	POSC	153	INTERNATL ORGN	1.0	1	0.07	.05	ARR	DAY-ON-CAMPUS	ARR	ROBERTS NORM	FT
	POSC	251	INTERNATL ORGN	1.0	3	0.20	.05	ARR	DAY-ON-CAMPUS	ARR	ROBERTS NORM	FT
	POSC	252	INTERNATL ORGN	1.0	1	0.07	.05	ARR	DAY-ON-CAMPUS	ARR	ROBERTS NORM	FT
	POSC	290	SPEC PROJECT	5.0	1	0.33	.01	ARR	DAY-ON-CAMPUS	ARR	HUDSON MARSH	V
CLARK					162	43.20	1.57					
WENATCHEE VAL	POLS	101	AMER GOVT	5.0	1	0.33	.01	ARR	DAY-ON-CAMPUS	ARR	AYLMER J	FT
	POLS	101	AMER GOVT	5.0	29	9.67	.33	MTWRF	DAY-ON-CAMPUS	1100	AYLMER J	FT
	POLS	104	ST/LOC GOVT	5.0	11	3.67	.29	R	DAY-OFF-CAMPUS	0930	SHEARN D	PT
	POLS	185	POL ANALYSIS 1980	4.7	14	4.39	.33	T	EVENING-ON-CAMPUS	0700	AYLMER J	FT
	POLS	298	SPECIAL PROJ EUROPE	3.7	3	0.74	.11	ARR	DAY-OFF-CAMPUS	ARR	BAUER H	FT
WENATCHEE VAL					58	18.80	1.07					
YAKIMA VALLEY	POLS	102	US POLITICS & GOVT	5.0	33	11.00	.48	MTWRF	DAY-ON-CAMPUS	0930	ANDERSON P	FT

POLITICAL SC.

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
YAKIMA VALLEY	POLS	102	US POLITICS & GOVT	5.0	4	1.33	.39	T R	EVENING-OFF-CAMPUS	0700	CRAGG S	FT
	POLS	203	INTERNATIONAL RELAT	5.0	12	4.00	.38	MTWRF	DAY-ON-CAMPUS	1030	CRAGG S	FT
	POLS	290	CANDIDATES & ISSUES	2.0	22	2.93	.19	ARR	DAY-ON-CAMPUS	1130	ANDERSON P	FT
YAKIMA VALLEY					71	19.26	1.44					
SPOKANE	POLSC	101	INT POLITICS	5.0	37	12.33	.33	MTWRF	DAY-ON-CAMPUS	0930	RUSSELL W	FT
SPOKANE					37	12.33	.33					
SPOKANE FALLS	POLSC	101	INTRO POLSCI	5.0	60	20.00	.34	MTWRF	DAY-ON-CAMPUS	0830	ALEXANDER R	FT
	POLSC	111	AMER POL SYS	5.0	34	11.33	.33	MTWRF	DAY-ON-CAMPUS	0930	ALEXANDER R	FT
	POLSC	270	INTL RELA	5.0	15	5.00	.33	WRF	DAY-ON-CAMPUS	1125	ALEXANDER R	FT
SPOKANE FALLS					109	36.33	1.00					
BIG BEND	POL	101	INTRO MOD GOVT	5.0	14	4.67	.33	MTWR	DAY-ON-CAMPUS	0800	SEEDORF	FT
	POL	103	INTRO WORLD POL	5.0	10	3.33	.33	MTWR	DAY-ON-CAMPUS	0100	SEEDORF	FT
BIG BEND					24	8.00	.66					
COLUMBIA BASIN	PS	100	AMERICAN GOVT	5.0	27	9.00	.34	MTWRF	DAY-ON-CAMPUS	0800	BEERS, D	FT
	PS	103	INTERNATAL REL	5.0	44	14.67	.33	MTWRF	DAY-ON-CAMPUS	1200	BEERS, D	FT
	PS	105	US FOREIGN POLICY	5.0	26	8.67	.33	MTWRF	DAY-ON-CAMPUS	1000	BEERS, D	FT
COLUMBIA BASIN					97	32.34	1.00					
WALLA WALLA	PSCI	101	AMERICAN NATL GOVERNMENT	5.0	8	2.67	.23	MTWRF	DAY-ON-CAMPUS	1230	WEBSTER,J.	FT
	PSCI	110	THE COMMUNIST REVOLUTION	3.0	4	0.80	.06	MWF	DAY-ON-CAMPUS	1030	WEBSTER,J.	FT
WALLA WALLA					12	3.47	.29					
WHATCOM	POLSC	052	CITIZENSHIP	2.0	5	0.67	.12	T	EVENING-OFF-CAMPUS	0700	ZYLSTRA,C	FT
	POLSC	110	INTRO POLI SCI	5.0	17	5.67	.31	MTWR	DAY-OFF-CAMPUS	0910	BOWER,E	FT
	POLSC	112	COMPARATIVE GOVERNMENTS	5.0	20	6.67	.29	M W	DAY-OFF-CAMPUS	0100	ZYLSTRA,C	FT
	POLSC	115	PRESSURE GROUPS	5.0	17	5.67	.29	MTWR	DAY-OFF-CAMPUS	1020	ZYLSTRA,C	FT
	POLSC	190	POLI SCIENCE RESEARCH	5.0	1	0.33	.04	ARR	EVENING-OFF-CAMPUS		MILLER,S	FT
WHATCOM					60	19.01	1.05					
TACOMA	POLSC	091	INTRO AMER GOVT	5.0	33	11.00	.34	MTWRF	DAY-ON-CAMPUS	1030	MOSEID D	FT
	POLSC	201	INTRO GOVT POLITICS	5.0	39	13.00	.33	MTWRF	DAY-ON-CAMPUS	0930	MOSEID D	FT
	POLSC	202	AMERICAN NATIONAL GOVERN	5.0	24	8.00	.33	T R	EVENING-ON-CAMPUS	0530	MOSEID D	FT
	POLSC	203	INTERN'L RELATIONS: 1980	5.0	19	6.33	.34	ARR	DAY-ON-CAMPUS		THORNBURG R	FT
	POLSC	298	CITY COUNCIL INTERNSHIP	5.0	5	1.67	.07	ARR	DAY-ON-CAMPUS		MOSEID D	ML

POLITICAL SC.

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
TACOMA					120	40.00	1.41					
					2,322	680.34	24.88					

SOC.SCIENCE

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
GRAYS HARBOR	BA	107	LEADERSHIP DEVELOPEMENT	1.0	6	0.40	.07	F	DAY-ON-CAMPUS	1100	GOODMAN	ML
	BA	207	ADV LEADERSHIP DEVELOPMT	1.0	5	0.33	.05	F	DAY-ON-CAMPUS	1100	GOODMAN	V
GRAYS HARBOR					11	0.73	.12					
OLYMPIC	SOCIO	125	AGING	5.0	11	3.67	.33	MTWRF	DAY-ON-CAMPUS	0900	HOOVER H	PT
OLYMPIC					11	3.67	.33					
SKAGIT VALLEY	SOSC	110	CONTEMPORARY WOMAN	5.0	17	5.67	.30	R	DAY-ON-CAMPUS	0100	SATRAN S	FT
	SOSC	110	DUMMY SECTION	*			.18	R	DAY-ON-CAMPUS	0100	RICHARDSON B	PT
	SOSC	112	ASSERTIVE BEHAVIOR	3.0	20	4.00	.18	W	EVENING-ON-CAMPUS	0600	SATRAN S	ML
	SOSC	112	ASSERTIVE BEHAVIOR	3.0	18	3.60	.18	R	EVENING-OFF-CAMPUS	0700	WHARTON J	PT
	SOSC	150	SOC SCI FIELD STUDY	5.0	20	6.67	.31	W	DAY-ON-CAMPUS	0200	DURSCH R	FT
	SOSC	199	COOP ED EXPERIENCE	5.0	2	0.67	.25	MWF	DAY-ON-CAMPUS	0300	MORRELL M	FT
SKAGIT VALLEY					77	20.61	1.40					
EVERETT	HUM R	109	STUDENT COUNCIL	2.0	12	1.60	.12	M	DAY-ON-CAMPUS	0200	HALDI R	V
EVERETT					12	1.60	.12					
EDMONDS	SOCSC	199	SPECIAL PROJECTS SOC SCI	3.0	2	0.40	.02	ARR	DAY-ON-CAMPUS	ARR	DEINHART M	V
EDMONDS					2	0.40	.02					
SEATTLE CENT	AME	001	AMER & NATURALIZATION	2.0	22	2.93	.13	T	EVENING-ON-CAMPUS	0630	SMART	PT
	SSC	031	INTRD TO THE SOCIAL SCI	5.0	17	5.67	.32	MTWRF	DAY-ON-CAMPUS	1200	SCHROEDER	PT
	SSC	175	INT TO INT'NAT'L TRADE	3.0	17	3.40	.17	MWF	DAY-ON-CAMPUS	1200	EL-HATTAR	FT
	SSC	197	SOC. SCI. WORK EXPERIENC	5.0	13	4.33	.13	ARR	DAY-OFF-CAMPUS	0000	STAFF	V
	SSC	294	PRACTICUM IN SOC SCIENCE	3.3	6	1.32	.05	ARR	DAY-ON-CAMPUS	0000	KULIA	V
	SSC	295	PRACTICUM IN SOC SCIENCE	2.0	1	0.13	.01	ARR	DAY-ON-CAMPUS	0000	KULIA	V
	SSC	296	PRACTICUM IN SOC SCIENCE	3.0	1	0.20	.01	ARR	DAY-ON-CAMPUS	0000	KULIA	V
SEATTLE CENT					77	17.98	.82					
SEATTLE NORTH	AME	001	AMER & NATURALIZATION	2.5	16	2.67	.12	W	EVENING-OFF-CAMPUS	0630	SMART D	PT
	SSC	125	HOW TO SUCCEED	5.0	25	8.33	.33	MTWRF	DAY-ON-CAMPUS	1000	ATKINS R	FT
SEATTLE NORTH					41	11.00	.45					
SEATTLE SOUTH	SSC	294	PRACTICUM IN SOC SCIENCE	3.0	2	0.40	.02	ARR	DAY-ON-CAMPUS	0000	CHRISMER	V
SEATTLE SOUTH					2	0.40	.02					

SOC.SCIENCE

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SHORELINE	ETHST	297	SPECIAL PROJECT	1.0	2	0.13	.02	ARR	DAY-ON-CAMPUS		LAFOUNTAINE,	V
	ETHST	297	SPECIAL PROJECT	1.0	10	0.67	.07	W	DAY-ON-CAMPUS	1130	DAILEY, D	V
	ETHST	298	SPECIAL PROJECT	2.0	1	0.13	.01	ARR	DAY-ON-CAMPUS		TROTMAN, D	V
	ETHST	299	SPECIAL PROJECT	3.0	11	2.20	.11	ARR	DAY-ON-CAMPUS		LAFOUNTAINE,	V
SHORELINE					24	3.13	.21					
BELLEVUE	SOCSC	140	SPECIAL TOPICS SOCSC	3.5	11	2.57	.11	ARR	DAY-ON-CAMPUS		BOLLIGER J	V
	SOCSC	140	CONNECTIONS	5.0	27	9.00	.34	T	EVENING-ON-CAMPUS	0700	HAMERNYIK S	PT
BELLEVUE					38	11.57	.45					
HIGHLINE	BEHAV	100	HUMAN SEXUALITY	5.0	39	13.00	.33	MTWRF	DAY-ON-CAMPUS	1100	CAMPBELL M	FT
	BEHAV	100	HUMAN SEXUALITY	5.0	37	12.33	.33	MTWRF	DAY-ON-CAMPUS	1200	CAMPBELL M	FT
	BEHAV	100	HUMAN SEXUALITY	5.0	33	11.00	.33	M W	EVENING-ON-CAMPUS	0700	UTIGARD C	ML
	SOC S	110	BEHIND THE HEADLINES	3.0	21	4.20	.14	MWF	DAY-ON-CAMPUS	1200	DODD D	FT
	SOC S	111	CURRENT EVENTS SEMINAR	1.0	20	1.33	.05	W	EVENING-OFF-CAMPUS	0700	PIERCE J	FT
HIGHLINE					150	41.86	1.18					
FT STEILACOOM	SOC	281	FIELD STUDY	3.0	2	0.40	.05	R	DAY-ON-CAMPUS	0200	SKOTT	FT
	SOC	282	FIELD STUDY	4.0	2	0.53	.04	R	DAY-ON-CAMPUS	0200	SKOTT	FT
	SOC	283	FIELD STUDY	5.0	1	0.33	.02	R	DAY-ON-CAMPUS	0200	SKOTT	FT
	SOC	283	FIELD STUDY	5.0	1	0.33	.14	T	EVENING-ON-CAMPUS	0530	SKOTT	FT
	SOCS	103	STUDENT EXP	3.0	2	0.40	.02	ARR	DAY-OFF-CAMPUS	ARR	SOMMERS	V
	SOCS	210	STD LDSHP/DE	3.0	5	1.00	.05	M W	DAY-ON-CAMPUS	0200	SOMMERS	V
FT STEILACOOM					13	2.99	.32					
CENTRALIA	SOCS	201	LEADERSHIP	1.0	24	1.60	.07	ARR	DAY-ON-CAMPUS	ARR	PICHA	V
	SOCS	297	WORKSHOP/CON	2.0	14	1.87	.13	M W	DAY-ON-CAMPUS	1000	HARDIN	V
CENTRALIA					38	3.47	.20					
LOWER COLUMBIA	INDV	111	LEADERSHIP TRAINING	3.0	14	2.80	.14	T R	DAY-ON-CAMPUS	0300	NICKELL H	V
LOWER COLUMBIA					14	2.80	.14					
CLARK	HDEV	123	RELATIONSHIPS	2.0	14	1.87	.14	W	DAY-ON-CAMPUS	0100	KUHN L	PT
	SOC	199	COOP WORK EXPR	3.5	2	0.47	.02	ARR	DAY-ON-CAMPUS	ARR	JONES SARAH	V
	SOSC	100	INTRO SOC SCI	2.0	27	3.60	.15	T R	DAY-ON-CAMPUS	0100	HUDSON MARSH	FT
	SOSC	166	FOC/MATR LRNG	1.0	23	1.53	.07	W	DAY-ON-CAMPUS	0950	WHITE JANET	PT
	SOSC	166	FOC/MATR LRNG	1.0	20	1.33	.07	R	DAY-ON-CAMPUS	0300	HENRUM S	PT
	SOSC	166	FOC/MATR LRNG	1.0	12	0.80	.07	M	DAY-OFF-CAMPUS	1000	ELKINGTON L	PT
	SOSC	166	FOC/MATR LRNG	1.0	20	1.33	.07	F	DAY-ON-CAMPUS	1000	ROZEN SYDNEY	ML

SOC.SCIENCE

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
CLARK	SOSC	166	FOC/MATR LRNG	.9	13	0.78	.06	W	DAY-ON-CAMPUS	0225	WOODWARD TER	PT
	SOSC	166	FOC/MATR LRNG	.9	22	1.32	.06	F	DAY-ON-CAMPUS	0100	JANOVEC MADE	PT
	SOSC	166	FOC/MATR LRNG	.7	19	0.89	.05	M W	DAY-ON-CAMPUS	0900	SMITH RODNEY	ML
	SOSC	166	FOC/MATR LRNG	.9	16	0.96	.06	T R	DAY-OFF-CAMPUS	0230	OBRIEN MONA	PT
	SOSC	166	FOC/MATR LRNG	.7	36	1.68	.05	T	DAY-ON-CAMPUS	0200	BLACKBURN DE	ML
	SOSC	166	FOC/MATR LRNG	*	15		.00	R	DAY-ON-CAMPUS	1000	TOWER	V
	SOSC	166	VIGOR IN MATURITY	.9	3	0.18	.06	M W	DAY-OFF-CAMPUS	0900	GILLANDERS G	PT
	SOSC	166	ARMCHAIR TRAVEL	1.0	34	2.27	.07	W	DAY-ON-CAMPUS	1235	NELSON M	PT
	SOSC	166	POTPOURRI ON AGING	.8	16	0.85	.10	R	DAY-ON-CAMPUS	1230	TOWERS J	FT
	SOSC	166	LIP-READING	1.0	12	0.80	.07	T	DAY-OFF-CAMPUS	0900	NORTZ N	PT
	SOSC	166	RETIREMENT & THE LAW	1.0	15	1.00	.07	T	DAY-ON-CAMPUS	1200	FAYEN M	V
	SOSC	166	PORTLAND ART	.1	37	0.25	.01	T	DAY-OFF-CAMPUS	1200	HENNUM S	PT
	SOSC	166	RELIGIONS	.9	58	3.48	.06	M	DAY-OFF-CAMPUS	0100	APSLER F	PT
	SOSC	166	SOCIAL SECURITY	.5	23	0.77	.03	M	DAY-OFF-CAMPUS	1000	SCANLON R	V
	SOSC	166	CHURCH ARCHITECTURAL	.3	35	0.70	.02	W	DAY-ON-CAMPUS	0900	APSLER F	PT
	SOSC	166	OPERA TOSCA	.2	28	0.37	.01	W	EVENING-OFF-CAMPUS	0630	TOWERS J	ML
CLARK					500	27.23	1.37					
WENATCHEE VAL	PSYCH	109	LDSP/ADMIN	1.0	6	0.40	.06	MTWRF	DAY-ON-CAMPUS	0800	GREGG J	V
	PSYCH	109	LDSP/ADMIN	1.0	1	0.07	.03	ARR	DAY-OFF-CAMPUS	ARR	RIGGS J	FT
	SOCS	191	SOC SCIENCE SYMP	2.0	42	5.60	.13	M T	DAY-ON-CAMPUS	0800	GREGG J	V
WENATCHEE VAL					49	6.07	.22					
YAKIMA VALLEY	SS	197	DEATH AND DYING IN AM	2.0	21	2.80	.12	ARR	EVENING-ON-CAMPUS	0700	MUNSON W	ML
	SS	197	DEATH & DYING	2.0	2	0.27	.10	R	EVENING-ON-CAMPUS	0700	MUNSON W	FT
YAKIMA VALLEY					23	3.07	.22					
SPOKANE	GOVT	061	VICA SEMINAR	1.0	38	4.53	.07	ARR	DAY-ON-CAMPUS		BALDWIN B	V
	GOVT	091	STUDENT SEN	1.0	5	0.33	.01	W	DAY-ON-CAMPUS	0230	VERVAEKE B	V
	GOVT	095	ACTIV BOARD	1.0	5	0.33	.01	T	DAY-ON-CAMPUS	0230	PACKER L	V
SPOKANE					78	5.19	.09					
SPOKANE FALLS	GOVT	091	STUDENT SEN	1.0	13	0.87	.07	R	DAY-ON-CAMPUS	0130	RICHARDSON C	V
	GOVT	095	ACTIV BOARD	1.0	10	0.67	.07	T	DAY-ON-CAMPUS	0130	RICHARDSON C	V
SPOKANE FALLS					23	1.54	.14					
COLUMBIA BASIN	ED	100	LEADERSHIP	1.0	32	2.13	.07	ARR	DAY-ON-CAMPUS	ARR	DUNN, R	V
	SPE	254	PARL PROC WKSHP	1.0	30	2.00	.08	R	DAY-ON-CAMPUS	1100	BOGENBERGER	FT
COLUMBIA BASIN					62	4.13	.15					

SOC.SCIENCE

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
WALLA WALLA	PSCI	125	LEADERSHIP ASB	2.0	2	0.27	.09	ARR	DAY-ON-CAMPUS	ARR	WEBSTER,J.	FT
WALLA WALLA					2	0.27	.09					
TACOMA	HR	299	HUMAN REL (IND STUDY)	5.0	1	0.33	.01	ARR	DAY-ON-CAMPUS		PATTERSON D	V
TACOMA					1	0.33	.01					
					1,248	170.04	8.07					

SOCIOLOGY

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CREO EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
PENINSULA	SOC	110	INTRODUCTION	5.0	42	14.00	.34	MTWRF	DAY-ON-CAMPUS	1100	MORDEN	PT
PENINSULA					42	14.00	.34					
GRAYS HARBOR	SOC	031	ALCOHOL PROBLEMS	1.0	131	8.73	.01	T	EVENING-ON-CAMPUS	0730	STAFF	V
	SOC	110	INTRO TO SOCIOLOGY	5.0	36	12.00	.33	MTWRF	DAY-ON-CAMPUS	1000	BROWN	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	22	7.33	.33	MTWRF	DAY-ON-CAMPUS	1200	BROWN	FT
	SR ED	076	PERSPECTIVES	1.0	13	0.87	.07	M	DAY-ON-CAMPUS	1230	ALLAN M	ML
GRAYS HARBOR					202	28.93	.74					
OLYMPIC	SOCIO	101	INTRO	5.0	44	14.67	.33	MTWRF	DAY-ON-CAMPUS	1100	SLEIGHT A	FT
	SOCIO	101	INTRO	5.0	41	13.67	.36	T R	EVENING-ON-CAMPUS	0710	CARTER N	PT
	SOCIO	102	SOCIAL PROB	5.0	49	16.33	.33	MTWRF	DAY-ON-CAMPUS	0800	OAHL F	FT
	SOCIO	195	INDEPN STDY	5.0	1	0.33	.01	ARR	DAY-ON-CAMPUS	ARR	OAHL F	V
	SOCIO	198	ETHNC AGING	1.0	7	0.47	.04	W	DAY-ON-CAMPUS	1200	HOOVER H	PT
OLYMPIC					142	45.47	1.07					
SKAGIT VALLEY	ETHNC	101	US RACE MINR-HUMAN	3.0	1	0.20	.01	M	DAY-ON-CAMPUS	0300	MUNGEN T	V
	SOC	110	INTRO TO SOCIOLOGY	5.0	44	14.67	.25	MTWRF	DAY-ON-CAMPUS	0800	MORRELL M	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	19	6.33	.30	W	EVENING-ON-CAMPUS	0700	MORRELL M	ML
	SOC	110	INTRO TO SOCIOLOGY	5.0	28	9.33	.25	T R	DAY-OFF-CAMPUS	0200	MORRELL M	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	5	1.67	.17	ARR	DAY-OFF-CAMPUS		LEHMAN J	ML
	SOC	150	FACTS & MYTHS ALCOHOL	1.0	16	1.07	.00	W	EVENING-ON-CAMPUS	0700	ERICKSON A	V
SKAGIT VALLEY					113	33.27	.98					
EVERETT	SOC	110	SURVEY OF SOCIOLOGY	5.0	33	11.00	.33	MTWRF	DAY-ON-CAMPUS	0800	KARBER O	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	40	13.33	.30	MTWRF	DAY-ON-CAMPUS	0900	BRIGHAM R	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	38	12.67	.33	MTWRF	DAY-ON-CAMPUS	1000	CONNALLY O	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	38	12.67	.33	MTWRF	DAY-ON-CAMPUS	1100	KARBER O	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	18	6.00	.34	T R	DAY-ON-CAMPUS	1200	CONNALLY O	FT
	SOC	221	FAMILIES IN TRANSITION	5.0	44	14.67	.33	ARR	EVENING-ON-CAMPUS	0700	KARBER O	CO
	SOC	221	FAMILIES IN TRANSITION	5.0	23	7.67	.34	ARR	EVENING-ON-CAMPUS	0700	KARBER O	FT
	SOC	230	HUMAN ECOLOGY	5.0	7	2.33	.30	MTWRF	DAY-ON-CAMPUS	1100	BRIGHAM R	FT
	SOC S	100	SOCIAL ISSUES VIA CINEMA	3.0	106	21.20	.19	T	DAY-ON-CAMPUS	0200	GASKIN T	FT
	SOC S	100	SOCIAL ISSUES VIA CINEMA	3.0	115	23.00	.19	T	EVENING-ON-CAMPUS	0700	EISWERTH J	FT
	SOC S	101	GROUP LEADERSHIP SKILLS	2.0	6	0.80	.17	T	DAY-ON-CAMPUS	0100	GASKIN T	FT
	SOC S	101	GROUP LEADERSHIP SKILLS	2.0	6	0.80	.17	T	EVENING-ON-CAMPUS	0600	EISWERTH J	FT
EVERETT					474	126.14	3.32					
EDMONDS	SOCIO	110	SURVEY OF SOCIOLOGY	5.0	41	13.67	.34	MTWR	DAY-ON-CAMPUS	0110	MARTIN A	FT
	SOCIO	110	SURVEY OF SOCIOLOGY	5.0	48	16.00	.33	MTWRF	DAY-ON-CAMPUS	1100	MARTIN A	FT

SOCIOLOGY

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CREO EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
EDMONDS	SOCIO	214	THE FAMILY	5.0	23	7.67	.33	T R	EVENING-ON-CAMPUS	0545	MARTIN A	FT
EDMONDS					112	37.34	1.00					
SEATTLE CENT	HIS	150	HIST/AMER MINORITIES	5.0	31	10.33	.34	MTWRF	DAY-ON-CAMPUS	0800	YORITA B	FT
	HIS	150	HIST/AMER MINORTIES	5.0	36	12.00	.33	MTWRF	DAY-ON-CAMPUS	0900	YORITA B	FT
	HIS	150	HIS OF AMER MINORITIES	5.0	21	7.00	.32	M W	EVENING-ON-CAMPUS	0700	GAMBOA E	PT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	37	12.33	.33	MTWRF	DAY-ON-CAMPUS	1000	HUNTER	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	34	11.33	.35	MTWRF	DAY-ON-CAMPUS	1200	HUNTER	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	34	11.33	.32	MTWRF	DAY-ON-CAMPUS	0100	HUNTER	FT
	SOC	240	HUMAN SEXUALITY	5.0	32	10.67	.34	MTWRF	DAY-ON-CAMPUS	1100	FINLEY	PT
	SSC	110	INTRO TO URBAN PLANNING	5.0	25	8.33	.32	MTWRF	DAY-ON-CAMPUS	1200	JONES,CHUCK	FT
	SSC	130	DEATH & DYING	5.0	15	5.00	.32	T R	EVENING-ON-CAMPUS	0700	BAUGHER	PT
SEATTLE CENT					265	88.32	2.97					
SEATTLE NORTH	SOC	110	SURVEY OF SOCIOLOGY	5.0	32	10.67	.34	MTWRF	DAY-ON-CAMPUS	0800	ATKINS R	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	35	11.67	.33	MTWRF	DAY-ON-CAMPUS	0900	SILVERSTEIN	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	37	12.33	.33	MTWRF	DAY-ON-CAMPUS	1000	SILVERSTEIN	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	32	10.67	[illegible]	TWR	EVENING-ON-CAMPUS	0530	JONES S	PT
	SOC	240	HUMAN SEXUALITY	5.0	36	12.00	[illegible]3	MTWRF	DAY-ON-CAMPUS	1100	ATKINS R	FT
SEATTLE NORTH					172	57.34	1.67					
SEATTLE SOUTH	SOC	110	SURVEY OF SOCIOLOGY	5.0	36	12.00	.32	MTWRF	DAY-ON-CAMPUS	0800	JONES,DEAN	PT
	SSC	109	W. AMER. SOC/SHYNESS	1.0	20	1.33	.07	W	DAY-ON-CAMPUS	0930	CONSULTANT	V
	SSC	109	W. AMER. SOC/CAREER PLNG	1.0	44	2.93	.07	S	DAY-ON-CAMPUS	0900	CONSULTANT	V
	SSC	109	W. AMER. SOC/WM IN SALES	1.0	72	4.80	.07	S	DAY-ON-CAMPUS	0900	CONSULTANT	V
	SSC	109	W. AMER. SOC/STRESS MGT	1.0	36	2.40	.07	W	EVENING-ON-CAMPUS	0700	CONSULTANT	V
	SSC	119	C. WOMEN STUDIES/LECTURE	1.0	6	0.40	.06	W	DAY-ON-CAMPUS	1230	CONSULTANT	V
SEATTLE SOUTH					214	23.86	.66					
SHORELINE	ETHST	200	INTRO TO ETHNIC STUDIES	5.0	23	7.67	.33	MTWRF	DAY-ON-CAMPUS	1130	TAHA, K	FT
	ETHST	201	ETHNIC URBAN PATTERNS	5.0	20	6.67	.33	MTWRF	DAY-ON-CAMPUS	0830	TROTMAN, D	PT
	ETHST	201	ETHNIC URBAN PATTERNS	5.0	19	6.33	.33	R	EVENING-ON-CAMPUS	0600	TROTMAN, D	PT
	ETHST	202	SOC OF MINORITY GROUPS	5.0	5	1.67	.19	MTWRF	DAY-ON-CAMPUS	0830	KEITH, L	FT
	ETHST	280	WOMEN-CAREER LIFE EXPLOR	5.0	35	11.67	.33	MTWRF	DAY-ON-CAMPUS	0930	HALSAN, J	ML
	ETHST	280	WOMEN-CAREER LIFE EXPLOR	5.0	35	11.67	.39	MTWRF	DAY-ON-CAMPUS	1030	HALSAN, J	FT
	ETHST	282	WOMEN-INSTEAD OF ABUSE	5.0	25	8.33	.28	MTWRF	DAY-ON-CAMPUS	1130	HALSAN, J	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	38	12.67	.36	MTWRF	DAY-ON-CAMPUS	0730	ROTH, R	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	75	25.00	.50	MTWRF	DAY-ON-CAMPUS	0830	DURUZ, J	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	51	17.00	.33	MTWRF	DAY-ON-CAMPUS	0930	KEITH, L	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	39	13.00	.50	MTWRF	DAY-ON-CAMPUS	1030	DURUZ, J	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	40	13.33	.34	MTWRF	DAY-ON-CAMPUS	1130	CLARKE, L	FT

SOCIOLOGY

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SHORELINE	SOC	110	INTRO TO SOCIOLOGY	5.0	32	10.67	.36	MWF	DAY-ON-CAMPUS	1230	ROTH, R	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	23	7.67	.33	MTWRF	DAY-ON-CAMPUS	0130	CLARKE, L	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	30	10.00	.33	T R	EVENING-ON-CAMPUS	0710	CLARKE, L	FT
	SOC	288	SOC OF MINORITY GROUPS	5.0	4	1.33	.15	MTWRF	DAY-ON-CAMPUS	0830	KEITH, L	FT
	SOC	298	SPECIAL PROJECT	2.0	2	0.27	.02	ARR	DAY-ON-CAMPUS		ROTH, R	V
	SOC	299	SPECIAL PROJECT	3.0	1	0.20	.01	ARR	DAY-ON-CAMPUS		ROTH, R	V
	SOC	*299	SPECIAL PROJECT	3.0	1	0.20	.01	ARR	DAY-ON-CAMPUS		CLARKE, L	V
SHORELINE					498	165.35	5.42					
BELLEVUE	SOC	110	INTRO TO SOCIOLOGY	5.0	48	16.00	.25	MTWRF	DAY-ON-CAMPUS	0830	MELVOIN P	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	46	15.33	.25	MTWRF	DAY-ON-CAMPUS	1130	MELVOIN P	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	47	15.67	.25	MTWRF	DAY-ON-CAMPUS	1230	ANDERSON B	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	49	16.33	.25	MTWRF	DAY-ON-CAMPUS	0130	ANDERSON B	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	27	9.00	.34	M W	EVENING-ON-CAMPUS	0530	HEGER M	PT
	SOC	240	SOCIAL PSYCHOLOGY	5.0	32	10.67	.25	MTWRF	DAY-ON-CAMPUS	1030	ANDERSON B	FT
	SOC	270	SOC DIS & DEV BEHAVIOR	5.0	37	12.33	.25	MTWRF	DAY-ON-CAMPUS	0930	MELVOIN P	FT
	SOC	291	SPEC TOPICS IN SOC	5.0	2	0.67	.25	ARR	DAY-ON-CAMPUS		ANDERSON B	FT
	SOC	291	SPEC TOPICS IN SOC	5.0	3	1.00	.25	ARR	DAY-ON-CAMPUS		MELVOIN P	FT
	SOC	291	AMER FAMILY IN TRANSITN	3.0	25	5.00	.21	W	EVENING-ON-CAMPUS	0700	MELVOIN R	ML
BELLEVUE					316	102.00	2.55					
HIGHLINE	BEHAV	150	EXPANDING HORIZONS	5.0	19	6.33	.33	MWR	DAY-ON-CAMPUS	1200	GRIBBLE K	FT
	SOC	110	SURVEY OF SOCIETY	5.0	36	12.00	.26	MTWRF	DAY-ON-CAMPUS	0800	UTIGARD C	FT
	SOC	110	SURVEY OF SOCIETY	5.0	38	12.67	.34	MTWRF	DAY-ON-CAMPUS	0900	DODD W	FT
	SOC	110	SURVEY OF SOCIETY	5.0	37	12.33	.26	MTWRF	DAY-ON-CAMPUS	1000	UTIGARD C	FT
	SOC	110	SURVEY OF SOCIETY	5.0	38	12.67	.33	MTWRF	DAY-ON-CAMPUS	1200	DODD W	FT
	SOC	110	SURVEY OF SOCIETY	5.0	38	12.67	.33	T R	EVENING-ON-CAMPUS	0700	DODD W	ML
	SOC	210	CRIME AND JUSTICE	5.0	24	8.00	.33	MTWRF	DAY-ON-CAMPUS	1000	DODD W	FT
	SOC	293	FAMILIES IN TRANSITION	3.0	19	3.80	.19	ARR	DAY-ON-CAMPUS	ARR	UTIGARD C	V
HIGHLINE					249	80.47	2.37					
GREEN RIVER	ETH S	100	INTRO TO ETHNIC STUDIES	5.0	19	6.33	.40	MTWRF	DAY-ON-CAMPUS	0800	WILTURNER C	FT
	G SCI	199	FAMILY IN TRANSITION	2.0	10	1.33	.13	ARR	DAY-OFF-CAMPUS	ARR	NORDQUIST L	FT
	S SCI	199	CONNECTIONS	5.0	12	4.00	.20	ARR	DAY-OFF-CAMPUS	ARR	HANSCOM J	FT
	S SCI	200	INTRODUCTION TO LAW	5.0	2	0.67	.02	MTWRF	DAY-ON-CAMPUS	1100	DRURY	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	34	11.33	.34	MTWRF	DAY-ON-CAMPUS	0800	GUINN S	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	37	12.33	.29	MTWRF	DAY-ON-CAMPUS	0900	NORDQUIST L	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	37	12.33	.33	MTWRF	DAY-ON-CAMPUS	1100	GUINN S	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	32	10.67	.29	MTWRF	DAY-ON-CAMPUS	0100	NORDQUIST L	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	33	11.00	.31	M W	EVENING-ON-CAMPUS	0700	GUINN S	ML
	SOC	140	CRIME & JUSTICE	5.0	28	9.33	.29	MTWRF	DAY-ON-CAMPUS	1100	NORDQUIST L	FT
	SOC	201	SOCIAL PROBLEMS	5.0	29	9.67	.33	MTWRF	DAY-ON-CAMPUS	1000	GUINN S	FT

SOCIOLOGY

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
GREEN RIVER					273	88.99	2.93					
FT STEILACOOM	CJ	105	CRIME/AMER	3.0	33	6.60	.12	MTWRF	DAY-ON-CAMPUS	1100	JOHNSON M	FT
	INTS	181	SEX EDUCATN	1.0	2	0.13	.02	ARR	DAY-OFF-CAMPUS	ARR	COBB	ML
	INTS	189	WHITE MAJRTY	2.0	1	0.13	.01	ARR	DAY-OFF-CAMPUS	ARR	COBB	ML
	SOC	110	SURVEY SOC	5.0	107	35.67	.34	MTWRF	DAY-ON-CAMPUS	0800	MORTON	FT
	SOC	110	SURVEY SOC	5.0	43	14.33	.33	T R	DAY-ON-CAMPUS	1220	LONG	FT
	SOC	110	SURVEY SOC	5.0	39	13.00	.32	M W	EVENING-ON-CAMPUS	0530	MORTON	ML
	SOC	110	SURV OF SOC	5.0	26	8.67	.32	M W	EVENING-OFF-CAMPUS	0500	SCHNEIDER C	PT
	SOC	110	SURV OF SOC	5.0	13	4.33	.32	MTWR	EVENING-OFF-CAMPUS	1700	SWEET E	PT
	SOC	110	SURVEY SOC	5.0	5	1.67	.32	S	DAY-OFF-CAMPUS	0800	SWEET	PT
	SOC	110	SURVEY SOC	5.0	23	7.67	.32	S	DAY-OFF-CAMPUS	0800	KUHLMAN W	PT
	SOC	160	FAMLY IN TRS	3.0	15	3.00	.19	M	EVENING-ON-CAMPUS	0750	MORTON	ML
	SOC	165	CROSS CULTUR	5.0	38	12.67	.33	MTWRF	DAY-ON-CAMPUS	1000	LONG	V
	SOC	166	CROSS CULTUR	5.0	7	2.33	.07	ARR	DAY-OFF-CAMPUS	ARR	LONG	V
	SOC	167	CROSS CULTUR	5.0	6	2.00	.06	ARR	DAY-OFF-CAMPUS	ARR	LONG	V
	SOC	211	MARIAGE HOME	5.0	41	13.67	.33	MTWRF	DAY-ON-CAMPUS	0900	MORTON	FT
	SOC	213	GERONTOLGY	5.0	20	6.67	.32	T R	EVENING-ON-CAMPUS	0750	THOMPSON L	PT
	SOC	215	DRUG/SOCIETY	5.0	19	6.33	.32	MTWRF	EVENING-OFF-CAMPUS	1130	SHEPHARD	PT
	SOC	218	JUVENILE DEL	5.0	36	12.00	.25	MTWRF	DAY-ON-CAMPUS	0900	JOHNSON M	FT
	SOC	227	HIST OF TECH	3.0	1	0.20	.02	R	EVENING-ON-CAMPUS	0750	BALL R	PT
	SOC	228	HIST OF TECH	5.0	2	0.67	.04	R	EVENING-ON-CAMPUS	0750	BALL R	PT
	SOC	270	SOCL DISORG	5.0	26	8.67	.25	T R	EVENING-ON-CAMPUS	0530	JOHNSON M	FT
	SOC	270	SOCL/DISORG	5.0	10	3.33	.32	MTW	DAY-OFF-CAMPUS	0800	SWEET E	PT
	SOC	290	IND STUDY	3.0	7	1.40	.07	ARR	DAY-OFF-CAMPUS		LONG	V
	SOC	290	IND STUDY	2.0	1	0.13	.01	ARR	DAY-OFF-CAMPUS		LONG	V
FT STEILACOOM					521	165.27	5.00					
CENTRALIA	HDEV	150	COPING W DIV	2.0	24	3.20	.13	T	EVENING-OFF-CAMPUS	0700	COOMBS	PT
	SOCI	101	INTRODUCTION	5.0	46	15.33	.34	MTWRF	DAY-ON-CAMPUS	0800	NEWSOME	FT
	SOCI	101	INTRODUCTION	5.0	64	21.33	.33	MTWRF	DAY-ON-CAMPUS	1000	NEWSOME	FT
	SOCI	101	INTRODUCTION	5.0	13	4.33	.34	MTWRF	DAY-OFF-CAMPUS	1100	COATE	PT
	SOCI	101	INTRODUCTION	5.0	13	4.33	.34	T R	EVENING-ON-CAMPUS	0500	NEWSOME	ML
	SOCI	101	INTRODUCTION	5.0	24	8.00	.34	M W	EVENING-OFF-CAMPUS	0500	KUHRT	PT
	SOCI	125	MARRIAGE/FAM	5.0	34	11.33	.33	MTWRF	DAY-ON-CAMPUS	1200	NEWSOME	FT
	SOCI	125	MARRIAGE/FAM	5.0	17	5.67	.34	M W	EVENING-ON-CAMPUS	0500	UTTER	PT
	SOCI	134	CRISIS INTVN	2.0	12	1.60	.13	R	EVENING-OFF-CAMPUS	0700	BURNETT	PT
	SOCI	195	FIELD EXP	5.0	3	1.00	.05	ARR	DAY-ON-CAMPUS	ARR	WOODLAND	FT
CENTRALIA					250	76.12	2.67					
GARRETT HEYNS	SOCS	090	HUMAN RELATN	2.0	11	1.47	.04	T	DAY-OFF-CAMPUS	0630	BIALOCK	CO

SOCIOLOGY

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
GARRETT HEYNS					11	1.47	.04					
LOWER COLUMBIA	SOCY	101	INTRO SOCIDLOGY	5.0	47	15.67	.33	MTWRF	DAY-ON-CAMPUS	1000	SIMONS H	FT
	SOCY	101	INTRO SOCIOLOGY	5.0	45	15.00	.33	MTWRF	DAY-ON-CAMPUS	0100	SHAW D	FT
	SOCY	240	COMMUNITY RESOURCES	5.0	12	4.00	.33	MTWRF	DAY-ON-CAMPUS	1100	LEMIEUX J	FT
	WMST	080	ASSERTIVE TRAINING	2.0	25	3.33	.12	R	DAY-ON-CAMPUS	0100	BARNHART P	PT
	WMST	080	ASSERTIVE TRAINING	2.0	26	3.47	.12	T	DAY-ON-CAMPUS	0700	BARNHART P	PT
	WMST	150	INTRO WOMEN STUDIES	3.0	16	3.20	.30	MWF	DAY-ON-CAMPUS	1100	GRAY N	FT
	WMST	160	WOMEN MOVEMNT:1848-PRES	3.0	2	0.40	.02	ARR	DAY-ON-CAMPUS	ARR	GRAY N	V
	WMST	250	GODESSES,WITCHES & WOMEN	2.0	16	2.13	.20	M W	DAY-ON-CAMPUS	1200	GRAY N	FT
LOWER COLUMBIA					189	47.20	1.75					
CLARK	HDEV	117	BACK TO SCHOOL	2.0	23	3.07	.10	T R	DAY-ON-CAMPUS	0100	WATNE PATRIC	FT
	SOC	101	GEN SOCIOLOGY	5.0	29	9.67	.33	MTWRF	DAY-ON-CAMPUS	0800	ALLRED GROVE	FT
	SOC	101	GEN SOCIOLOGY	5.0	49	16.33	.34	MTWRF	DAY-ON-CAMPUS	0900	KANO PHILLIP	FT
	SOC	101	GEN SOCIOLOGY	5.0	38	12.67	.33	MTWRF	DAY-ON-CAMPUS	1000	ALLRED GROVE	FT
	SOC	101	GEN SOCIOLOGY	5.0	45	15.00	.33	MTWRF	DAY-ON-CAMPUS	1100	KANO PHILLIP	FT
	SOC	101	GEN SOCIOLOGY	5.0	26	8.67	.33	MTWRF	DAY-ON-CAMPUS	0200	KANO PHILLIP	FT
	SOC	101	GEN SOCIOLOGY	5.0	25	8.33	.35	T R	EVENING-ON-CAMPUS	0700	KANO P	ML
	SOC	290	SPECIAL PROJ	3.0	2	0.40	.02	ARR	DAY-ON-CAMPUS	ARR	KANO PHILLIP	V
	WS	101	INTRO WOMEN ST	3.0	25	5.00	.23	MWF	DAY-ON-CAMPUS	1100	DECKER ARLEN	FT
CLARK					262	79.14	2.36					
WENATCHEE VAL	SOC	102	SOCIAL PRBMS	5.0	44	14.67	.33	MTWRF	DAY-ON-CAMPUS	0900	AYLMER J	FT
	SOC	105	PRINC/SOC	5.0	35	11.67	.33	MTWRF	DAY-ON-CAMPUS	0800	STOWELL P	FT
	SOC	105	PRINC/SOC	5.0	35	11.67	.33	MTWRF	DAY-ON-CAMPUS	0100	STOWELL P	FT
	SOC	186	FAMILY IN TRANSITION	4.3	21	6.02	.30	M	EVENING-ON-CAMPUS	0700	BORDER D	FT
WENATCHEE VAL					135	44.03	1.29					
YAKIMA VALLEY	ETHS	101	AMERICAN MINORITIES	5.0	27	9.00	.20	MTWRF	DAY-ON-CAMPUS	0930	ROOT P	FT
	ETHS	105	ETHNIC WOMEN	3.0	5	1.00	.13	MWF	DAY-ON-CAMPUS	0100	ROOT P	FT
	SOC	101	INTRO SOCIOLOGY	5.0	30	10.00	.33	MTWRF	DAY-ON-CAMPUS	0730	TURNER F	FT
	SOC	101	INTRO SOCIOLOGY	5.0	33	11.00	.34	MTWRF	DAY-ON-CAMPUS	0830	BURNS T	FT
	SOC	101	INTRO SOCIOLOGY	5.0	36	12.00	.33	MTWRF	DAY-ON-CAMPUS	1030	BURNS T	FT
	SOC	101	INTRO SOCIOLOGY	5.0	35	11.67	.33	MTWRF	DAY-ON-CAMPUS	1130	TURNER F	FT
	SOC	101	INTRO SOCIOLOGY	5.0	31	10.33	.18	MTWRF	DAY-ON-CAMPUS	0100	CULBERTSON N	FT
	SOC	102	CONTEM SOCIAL PROBLEMS	5.0	17	5.67	.33	MTWRF	DAY-ON-CAMPUS	0100	BURNS T	FT
	SOC	190	COOP FIELD EXPER-I	4.0	29	7.73	.14	F	DAY-ON-CAMPUS	0400	CULBERTSON N	FT
	SOC	191	COOP FIELD EXPER-II	8.0	22	11.73	.29	F	DAY-ON-CAMPUS	0400	CULBERTSON N	FT
	SOC	192	COOP FIELD EXPERIENCE	3.0	4	0.80	.11	F	DAY-ON-CAMPUS	0400	CULBERTSON N	FT
	SOC	193	COOP VOLUNTEER EXPER	3.0	1	0.20	.11	F	DAY-ON-CAMPUS	0400	CULBERTSON N	FT

SOCIOLOGY

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENRDLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
YAKIMA VALLEY					270	91.13	2.82					
SPOKANE	GENST	101	GROW DEVELOP	2.0	43	5.73	.01	T R	DAY-ON-CAMPUS	1030	MICHAELSEN S	V
	GENST	130	WOMEN SEMINR	1.0	32	2.13	.01	R	DAY-ON-CAMPUS	1130	PACKER L	V
	SOC	101	INTRO SOC	5.0	62	20.67	.33	MTWRF	DAY-ON-CAMPUS	0930	ROTH GO	FT
	SOC	101	INTRO SOC	5.0	39	13.00	.33	MTWRF	DAY-ON-CAMPUS	1230	KINNUNE R	FT
	SOC	101	INTRO SOC	5.0	59	19.67	.33	MTWRF	DAY-ON-CAMPUS	0130	BIRCHARD J	FT
	SOC	101	INTRO SOC	5.0	59	19.67	.34	M W	EVENING-ON-CAMPUS	0530	BIRCHARD J	ML
	SOC	211	MARRIAGE FAM	5.0	33	11.00	.33	MTWRF	DAY-ON-CAMPUS	1230	BIRCHARD J	FT
	SOC	240	SOC PROBLEMS	5.0	31	10.33	.33	MTWRF	DAY-ON-CAMPUS	1230	ROTH GO	FT
SPOKANE					358	102.20	2.01					
SPOKANE FALLS	GENST	101	GROW DEVELOP	2.0	33	4.40	.13	T R	DAY-ON-CAMPUS	0830	HAMMOND B	FT
	GENST	130	WOMEN SEMINR	1.0	19	1.27	.07	T	DAY-ON-CAMPUS	1130	TAM J	FT
	SOC	101	INTRO SOC	5.0	30	10.00	.34	MTWRF	DAY-ON-CAMPUS	0730	GUSTAFSON H	FT
	SOC	101	INTRO SOC	5.0	59	19.67	.23	MTWRF	DAY-ON-CAMPUS	0830	HEALY J	FT
	SOC	101	INTRO SOC	5.0	57	19.00	.33	MTWRF	DAY-ON-CAMPUS	0930	GUSTAFSON H	FT
	SOC	101	INTRO SOC	5.0	57	19.00	.34	MTWRF	DAY-ON-CAMPUS	1030	FLETCHER D	FT
	SOC	101	INTRO SOC	5.0	49	16.33	.33	WRF	DAY-ON-CAMPUS	1125	GUSTAFSON H	FT
	SOC	101	INTRO SOC	5.0	33	11.00	.23	T R	DAY-ON-CAMPUS	1235	HEALY J	FT
	SOC	101	INTRO SOC	5.0	14	4.67	.33	ARR	DAY-ON-CAMPUS		KINNUNE R	FT
	SOC	101	INTRO SOC	5.0	23	7.67	.33	T R	DAY-ON-CAMPUS	0700	FLETCHER O	FT
	SOC	101	INTRO SOC	5.0	20	6.67	.35	T R	EVENING-OFF-CAMPUS	0745	REED M	PT
	SOC	211	MARRIAGE FAM	5.0	35	11.67	.34	MTWRF	DAY-ON-CAMPUS	0930	KINNUNE R	FT
	SOC	240	SOC PROBLEMS	5.0	20	6.67	.33	WRF	DAY-ON-CAMPUS	1125	FLETCHER O	FT
	SOC	267	SUPR WK EXP	6.5	14	6.07	.30	ARR	DAY-ON-CAMPUS		HEALY J	FT
SPOKANE FALLS					463	144.09	3.98					
BIG BEND	SOC	110	INTRO TO SOC	5.0	39	13.00	.33	MTWR	DAY-ON-CAMPUS	0915	ROGERS	FT
	SOC	110	INTRO TO SOC	5.0	12	4.00	.34	M W	EVENING-ON-CAMPUS	0700	MCDANIEL	PT
	SOC	198	DIRECTED STUDY	3.0	1	0.20	.01	ARR	DAY-ON-CAMPUS		ROGERS	V
	SOC	199	DIRECTED STUDY	3.0	1	0.20	.01	ARR	DAY-ON-CAMPUS		ROGERS	V
	SOC	220	MARRIAGE/FAMILY	5.0	24	8.00	.33	MTWR	DAY-ON-CAMPUS	0100	ROGERS	FT
BIG BEND					77	25.40	1.02					
COLUMBIA BASIN	PS	110	WOMEN AND THE LAW	3.0	25	5.00	.20	W	EVENING-ON-CAMPUS	0730	CHVATAL, P	PT
	SOC	101	INTRO TO SOC	5.0	46	15.33	.39	MTWRF	DAY-ON-CAMPUS	0900	SCHMEECKLE	FT
	SOC	101	INTRO TO SOC	5.0	36	12.00	.38	MTWRF	DAY-ON-CAMPUS	0100	SCHMEECKLE	FT
	SOC	101	INTRO TO SOC	5.0	23	7.67	.34	T R	EVENING-ON-CAMPUS	0730	SCHMEECKLE,R	ML
	SOC	201	CONTEMP SOCIAL PROBLEMS	3.0	16	3.20	.23	MWF	DAY-ON-CAMPUS	0800	SCHMEECKLE	FT
COLUMBIA BASIN					146	43.20	1.54					

SOCIOLOGY

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
WALLA WALLA	SOC	101	INTRO TO SOCIOLOGY	5.0	41	13.67	.22	MTWRF	DAY-ON-CAMPUS	0930	BARNES,J.	FT
	SOC	101	INTRO TO SOCIOLOGY	5.0	22	7.33	.22	ARR	DAY-ON-CAMPUS	ARR	BARNES,J.	FT
	SOC	101	INTRO SOCIOLOGY	5.0	11	3.67	.22	M W	DAY-OFF-CAMPUS	0100	BARNES,J.	FT
	SOC	107	SOCIAL SERVICE	2.1	17	2.38	.09	ARR	DAY-ON-CAMPUS	ARR	WEINGART,K.	FT
	SOC	108	SOCIAL SERVICE	2.3	4	0.61	.02	ARR	DAY-ON-CAMPUS	ARR	WEINGART,K.	FT
	SOC	142	PRE-RETIRE PLAN	1.0	17	1.13	.07	T	DAY-ON-CAMPUS	0830	BARNES,J.	V
	SOC	153	FAMILIES IN TRANSITION	3.0	4	0.80	.17	T	EVENING-OFF-CAMPUS	0700	BROYLES,K.	PT
	SOC	155	PHYSIO/OF NORMAL AGING	.5	82	2.73	.03	R	DAY-OFF-CAMPUS	0900	FLEVER,L.	CO
WALLA WALLA					198	32.32	1.04					
WHATCOM	SOCIO	110	INTRO SOCIOLOGY	5.0	1	0.33	.07	ARR	EVENING-OFF-CAMPUS		DEIRO,J	FT
	SOCIO	110	INTRO SOCIOLOGY	5.0	23	7.67	.33	M W	EVENING-OFF-CAMPUS	0700	VEACH,R	FT
	SOCIO	215	SOCIAL DEVIANCE	5.0	20	6.67	.33	MTWR	DAY-OFF-CAMPUS	1135	VEACH,R	FT
WHATCOM					44	14.67	.73					
TACOMA	ADJ	205	CRIME & JUSTICE	3.0	18	3.60	.15	ARR	DAY-ON-CAMPUS		BRIGHTWELL	ML
	BUS	199	BUSINESS MARKETING	3.0	11	2.20	.21	S	DAY-OFF-CAMPUS	0900	ARMBRUSTER	PT
	SOC	090	CONTEMPORARY SOCIAL PROB	5.0	36	12.00	.33	MTWRF	DAY-ON-CAMPUS	1130	FALK	FT
	SOC	110	SURVEY OF SOC	5.0	61	20.33	.34	MTWRF	DAY-ON-CAMPUS	0930	SUNDGREN	FT
	SOC	110	SURVEY SOC	5.0	52	17.33	.33	MTWR	DAY-ON-CAMPUS	1230	SUNDGREN	FT
	SOC	110	SURVEY SOC	5.0	49	16.33	.34	M W	DAY-ON-CAMPUS	0800	JANSEN L	FT
	SOC	110	SURVEY SOCIOLOGY	5.0	41	13.67	.35	T R	EVENING-ON-CAMPUS	0750	JANSEN L	ML
	SOC	141	HUMAN SEXUALITY	5.0	32	10.67	.33	MTWRF	DAY-ON-CAMPUS	1150	JANSEN L	FT
	SOC	152	MARRIAGE FAMILY	5.0	51	17.00	.33	MTWRF	DAY-ON-CAMPUS	1030	FALK R	FT
	SOC	152	AM FAMILY IN TRANSITION	5.0	23	7.67	.33	ARR	DAY-ON-CAMPUS		JANSEN L	FT
	SOC	271	DEVIANT BEHAVIOR	5.0	20	6.67	.33	MTWRF	DAY-ON-CAMPUS	1130	SUNDGREN A	FT
TACOMA					394	127.47	3.37					
					6,390	1,885.19	55.64					

System Summary

COLLEGE NAME	DIV. DEPART	COURSE NUMBER	COURSE TITLE	CRED EQUV	SECTION ENROLL	STUDENT FTE	F.T.E.F.	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
					35,363	10,173.31	352.91					

ANTHROPOLOGY

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
PENINSULA	ANTH	110	CULTURAL ANTHRO	5.0	29	9.670	.34	MTWRF	DAY-ON-CAMPUS	1100	MORDEN	PT
PENINSULA					29	9.670	.34					
GRAYS HARBOR	ANTH	100	INTRO TO STUDY OF MAN	5.0	12	4.000	.34	MTWRF	DAY-ON-CAMPUS	1000	BROWN L	FT
GRAYS HARBOR					12	4.000	.34					
OLYMPIC	ANTHR	101	INTR ANTHRO	5.0	47	15.670	.34	MTWRF	DAY-ON-CAMPUS	0900	SLEIGHT A	FT
	ANTHR	101	INTR ANTHRO	5.0	48	16.000	.33	T R	EVENING-ON-CAMPUS	0445	SLEIGHT A	FT
OLYMPIC					95	31.670	.67					
SKAGIT VALLEY	ANTH	101	PHYSICAL ANTHRO	5.0	18	6.000	.25	MTWRF	DAY-ON-CAMPUS	1200	MORRELL M	FT
	ANTH	101	PHYSICAL ANTHRO	5.0	5	1.670	.25	MTWRF	DAY-ON-CAMPUS	1100	MORRELL M	FT
	ANTH	101	PHYSICAL ANTHRO	5.0	22	7.330	.30	M W	DAY-OFF-CAMPUS	0930	YOUNG K	PT
SKAGIT VALLEY					45	15.000	.80					
EVERETT	ANTHR	100	INTRODUCTION ANTHROPOLOG	5.0	17	5.670	.34	M W	EVENING-ON-CAMPUS	0700	FITZPATRICK	FT
	ANTHR	201	PHYSICAL ANTHROPOLOGY	5.0	16	5.330	.33	MTWR	EVENING-ON-CAMPUS	0500	FITZPATRICK	FT
	ANTHR	202	SOCIAL ANTHROPOLOGY	5.0	11	3.670	.33	T R	EVENING-ON-CAMPUS	0700	FITZPATRICK	FT
EVERETT					44	14.670	1.00					
SEATTLE CENT	ANT	100	SURVEY OF ANTHROPOLOGY	5.0	31	10.330	.36	MTWRF	DAY-ON-CAMPUS	0800	ONAT	FT
	ANT	100	SURVEY OF ANTHROPOLOGY	5.0	33	11.000	.34	MTWRF	DAY-ON-CAMPUS	1100	BAENEN J	FT
	ANT	100	SURVEY OF ANTHROPOLOGY	5.0	28	9.330	.32	MTWRF	DAY-ON-CAMPUS	1200	ONAT	FT
	ANT	100	SURVEY OF ANTHROPOLOGY	5.0	37	12.330	.33	T R	EVENING-ON-CAMPUS	0700	BAENEN	FT
	ANT	201	PHYSICAL ANTHROPOLOGY	5.0	25	8.330	.32	MTWRF	DAY-ON-CAMPUS	0900	ONAT	FT
	ANT	202	CULTURAL ANTHROPOLOGY	5.0	34	11.330	.33	MTWRF	DAY-ON-CAMPUS	1000	BAENEN	FT
SEATTLE CENT					188	62.650	2.00					
SEATTLE NORTH	ANT	100	SURVEY OF ANTHROPOLOGY	5.0	32	10.670	.34	MTWRF	DAY-ON-CAMPUS	0800	ABE B	FT
	ANT	102	INTRO TO AMERICAN CULTUR	3.0	7	1.400	.09	M W	DAY-ON-CAMPUS	1200	SILVERSTEIN	FT
	ANT	102	INTRO TO AMERICAN CULTUR	5.0	19	6.330	.25	MTW	DAY-ON-CAMPUS	1200	SILVERSTEIN	FT
	ANT	201	PHYSICAL ANTHROPOLOGY	5.0	28	9.330	.33	MTWRF	DAY-ON-CAMPUS	1000	ABE B	FT
SEATTLE NORTH					86	27.730	1.01					
SEATTLE SOUTH	ANT	201	PHYSICAL ANTHROPOLOGY	5.0	22	7.330	.32	MTWRF	DAY-ON-CAMPUS	1000	BRITZ	PT
	ANT	202	CULTURAL ANTHROPOLOGY	5.0	29	9.670	.32	S	DAY-ON-CAMPUS	0830	BRITZ	PT
SEATTLE SOUTH					51	17.000	.64					

ANTHROPOLOGY

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SHORELINE	ANTHR	100	INTRO TO STUDY OF HUMANS	5.0	70	23.330	.50	MTWRF	DAY-ON-CAMPUS	0930	SOLLAND, S	FT
	ANTHR	201	PRINC BIO-PHYSICAL ANTHR	5.0	39	13.000	.33	MTWRF	DAY-ON-CAMPUS	0830	TARRANT, L	FT
	ANTHR	201	PRINC BIO-PHYSICAL ANTHR	5.0	23	7.670	.34	MTWRF	DAY-ON-CAMPUS	0730	TARRANT, L	FT
	ANTHR	202	PRINC SOCIO-CULTUR ANTHR	5.0	39	13.000	.50	MTWRF	DAY-ON-CAMPUS	1030	SOLLAND, S	FT
SHORELINE					171	57.000	1.67					
BELLEVUE	ANTH	100	INTRO TO ANTHRO	5.0	41	13.670	.34	MTWRF	DAY-ON-CAMPUS	0730	EPSTEIN L	PT
	ANTH	100	INTRO TO ANTHRO	5.0	45	15.000	.34	MTWRF	DAY-ON-CAMPUS	1230	OSMUNDSON J	FT
	ANTH	100	INTRO TO ANTHRO	5.0	49	16.330	.34	T R	EVENING-ON-CAMPUS	0530	RANDALL R	PT
	ANTH	201	PHYS ANTH-MAN IN NAT	5.0	45	15.000	.34	MTWRF	DAY-ON-CAMPUS	0930	EPSTEIN L	PT
	ANTH	202	CULTURAL ANTHRO	5.0	35	11.670	.33	MTWRF	DAY-ON-CAMPUS	0830	OSMUNDSON J	FT
	ANTH	202	CULTURAL ANTHRO	5.0	37	12.330	.34	MTWRF	DAY-ON-CAMPUS	1130	RANDALL R	PT
BELLEVUE					252	84.000	2.03					
HIGHLINE	ANTHR	100	SURVEY OF ANTHROPOLOGY	5.0	38	12.670	.34	MTWRF	DAY-ON-CAMPUS	0900	HOLMES B	FT
	ANTHR	120	CULTURAL ANTHROPOLOGY	5.0	36	12.000	.33	MTWRF	DAY-ON-CAMPUS	0800	HOLMES B	FT
	ANTHR	120	CULTURAL ANTHROPOLOGY	5.0	36	12.000	.33	MTWRF	DAY-ON-CAMPUS	1100	HOLMES B	FT
	ANTHR	120	CULTURAL ANTHROPOLOGY	5.0	39	13.000	.33	M W	EVENING-ON-CAMPUS	0700	HOLMES B	ML
HIGHLINE					149	49.670	1.33					
GREEN RIVER	ANTHR	100	INTRO TO ANTHROPOLOGY	5.0	36	12.000	.27	MTWRF	DAY-ON-CAMPUS	0900	HEDLUND G	FT
	ANTHR	100	INTRO TO ANTHROPOLOGY	5.0	35	11.670	.28	MTWRF	DAY-ON-CAMPUS	0100	HEDLUND G	FT
	ANTHR	100	INTRO TO ANTHROPOLOGY	5.0	35	11.670	.31	T R	EVENING-ON-CAMPUS	0700	HEDLUND G	ML
	ANTHR	202	CULTURAL ANTHROPOLOGY	5.0	38	12.670	.28	MTWRF	DAY-ON-CAMPUS	1000	HEDLUND G	FT
	ANTHR	298	INDEPENDENT STUDY-ANTHRO	3.0	1	.200	.17	ARR	DAY-OFF-CAMPUS	ARR	HEDLUND G	FT
GREEN RIVER					145	48.210	1.31					
FT STEILACOOM	ANTHR	110	SURVEY ANTHR	5.0	36	12.000	.34	MTWRF	DAY-ON-CAMPUS	0900	MCGINNIS	FT
	ANTHR	110	SURVEY ANTHR	5.0	34	11.330	.34	MTWRF	DAY-ON-CAMPUS	1100	AVEY	FT
	ANTHR	110	SURVEY ANTHR	5.0	33	11.000	.33	MTWRF	DAY-ON-CAMPUS	1200	AVEY	FT
	ANTHR	110	SURVEY ANTHR	5.0	29	9.670	.32	M W	EVENING-ON-CAMPUS	0530	CUCCO J	PT
	ANTHR	110	SURVY ANTHRO	5.0	16	5.330	.32	S	DAY-OFF-CAMPUS	0800	STOLL I	PT
	ANTHR	167	CROSS CULTR	5.0	36	12.000	.33	ARR	DAY-ON-CAMPUS	ARR	MCGINNIS	V
	ANTHR	210	PHYS ANTHRO	5.0	22	7.330	.33	MTWRF	DAY-ON-CAMPUS	0900	AVEY	FT
	ANTHR	220	SOCIAL ANTHR	5.0	40	13.330	.33	MTWRF	DAY-ON-CAMPUS	0100	MCGINNIS	FT
	ANTHR	290	IND STUDY	2.0	1	.130	.01	ARR	DAY-OFF-CAMPUS	ARR	MCGINNIS	V
	ANTHR	290	IND STUDY	3.0	2	.400	.02	ARR	DAY-OFF-CAMPUS	ARR	MCGINNIS	V
	ANTHR	290	IND STUDY	1.0	2	.130	.02	ARR	DAY-OFF-CAMPUS	ARR	MCGINNIS	V
	ANTHR	294	IND STUDY	3.0	3	.600	.03	ARR	DAY-OFF-CAMPUS	ARR	MCGINNIS	V

ANTHROPOLOGY

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
FT STEILACOOM					254	83.250	2.72					
CENTRALIA	ANTH	101	INTRO ANTHRO	5.0	22	7.330	.34	MTWRF	DAY-ON-CAMPUS	1100	GIBSON	FT
CENTRALIA					22	7.330	.34					
LOWER COLUMBIA	ANTH	201	INTRO PHYSICAL ANTHROPOL	5.0	40	13.330	.34	MTWRF	DAY-ON-CAMPUS	1000	SHAW D	FT
LOWER COLUMBIA					40	13.330	.34					
CLARK	ANTH	101	HUMAN EVOLUT	5.0	20	6.670	.34	MTWRF	DAY-ON-CAMPUS	0100	ALLRED GROVE	FT
CLARK					20	6.670	.34					
WENATCHEE VAL	ANTHR	100	ANTHRO/INTRODUCTION	5.0	32	10.670	.33	MTWRF	DAY-ON-CAMPUS	1100	ARNOLD E	FT
	ANTHR	101	ANTHRO/PHYSICAL	3.0	3	.600	.03	MWF	DAY-ON-CAMPUS	0200	ARNOLD E	FT
	ANTHR	102	ANTHRO/CULTURAL	3.0	4	.800	.04	MWF	DAY-ON-CAMPUS	0200	ARNOLD E	FT
WENATCHEE VAL					39	12.070	.40					
YAKIMA VALLEY	ANTH	101	INTRO ANTHROPOLOGY	5.0	37	12.330	.34	MTWRF	DAY-ON-CAMPUS	0930	TURNER	FT
YAKIMA VALLEY					37	12.330	.34					
SPOKANE	ANTHR	101	INTRO ANTHRO	5.0	45	15.000	.34	MTWRF	DAY-ON-CAMPUS	0930	BIRCHARD J	FT
SPOKANE					45	15.000	.34					
SPOKANE FALLS	ANTHR	101	INTRO ANTHRO	5.0	56	18.670	.23	MTWRF	DAY-ON-CAMPUS	0930	ONEAL J	FT
	ANTHR	101	INTRO ANTHRO	5.0	17	5.670	.22	T R	DAY-ON-CAMPUS	1235	ONEAL J	FT
	ANTHR	101	INTRO ANTHRO	5.0	16	5.330	.35	T R	DAY-ON-CAMPUS	0700	ONEAL J	ML
	ANTHR	101	INTRO ANTHRO	5.0	16	5.330	.35	MTWRF	DAY-OFF-CAMPUS	0815	MARTIN L	PT
	ANTHR	201	CULT ANTHRO	5.0	23	7.670	.22	MTWRF	DAY-ON-CAMPUS	1030	ONEAL J	FT
SPOKANE FALLS					128	42.670	1.37					
BIG BEND	ANT	101	INTRO TO ANTHROPOLOGY	5.0	20	6.670	.34	MTWR	DAY-ON-CAMPUS	0800	ROGERS	FT
BIG BEND					20	6.670	.34					
COLUMBIA BASIN	ANT	101	ANTHROPOLOGY	5.0	43	14.330	.34	MTWRF	DAY-ON-CAMPUS	0900	BRUER, B	FT
	ANT	101	ANTHROPOLOGY	5.0	30	10.000	.34	T R	EVENING-OFF-CAMPUS	0500	BRUER, B	ML
COLUMBIA BASIN					73	24.330	.68					

ANTHROPOLOGY

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
WALLA WALLA	ANTH	101	INTRO TO ANTHROPOLOGY	5.0	12	4.000	.34	MTWRF	DAY-OFF-CAMPUS	0800	HUSSEY,L.	FT
WALLA WALLA					12	4.000	.34					
WHATCOM	ANTHR	105	GENERAL ANTHROPOLOGY	5.0	25	8.330	.26	MTWR	DAY-OFF-CAMPUS	0910	RICHARDSON,A	FT
	ANTHR	105	GENERAL ANTHROPOLOGY	5.0	13	4.330	.26	T R	EVENING-OFF-CAMPUS	0700	RICHARDSON,A	FT
	ANTHR	115	CULTURAL ANTHROPLOGY	5.0	1	.330	.01	ARR	EVENING-OFF-CAMPUS		MANCUSO,S	FT
WHATCOM					39	12.990	.53					
TACOMA	ANTHR	100	INTRO STUDY MAN	5.0	54	18.000	.34	MTWRF	DAY-ON-CAMPUS	1030	ADAMS R	FT
	ANTHR	100	INTRO STUDY MAN	5.0	45	15.000	.35	T R	EVENING-ON-CAMPUS	0530	ADAMS R	ML
	ANTHR	201	PRIN OF PHY ANTHRO	5.0	38	12.670	.33	MTWRF	DAY-ON-CAMPUS	0830	ADAMS R	FT
TACOMA					137	45.670	1.02					
EDMONDS	ANTHR	100	SURVEY OF ANTHROPOLOGY	5.0	51	17.000	.32	MTWRF	DAY-ON-CAMPUS	1100	HOLLINSWORTH	FT
	ANTHR	100	SURVEY OF ANTHROPOLOGY	5.0	26	8.670	.33	T R	EVENING-ON-CAMPUS	0545	HOLLINSWORTH	FT
EDMONDS					77	25.670	.65					
					2,210	733.250	22.89					

ART HISTORY

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
GRAYS HARBOR	ART	100	ART APPRECIATION	5.0	21	7.000	.23	MTWRF	DAY-ON-CAMPUS	1000	LANDBERG R	FT
GRAYS HARBOR					21	7.000	.23					
OLYMPIC	ART	101	HIST AN-MED	3.0	42	8.400	.19	MWF	DAY-ON-CAMPUS	1200	CROUSE J	FT
OLYMPIC					42	8.400	.19					
SKAGIT VALLEY	ART	141	ART APPRECIATION	3.0	32	6.400	.25	MTR	DAY-ON-CAMPUS	1100	CHATT O	FT
	ART	141	ART APPRECIATION	3.0	16	3.200	.18	R	EVENING-OFF-CAMPUS	0700	PARSONS H	PT
	ART	141	ART APPRECIATION	3.0	12	2.400	.09	W	DAY-OFF-CAMPUS	0300	BRAUN J	PT
SKAGIT VALLEY					60	12.000	.52					
EVERETT	ART	120	ART APPRECIATION	5.0	15	5.000	.26	MTWRF	DAY-ON-CAMPUS	1100	IMUS K	FT
	ART	126	HISTORY OF ART	3.0	23	4.600	.18	MTR	DAY-ON-CAMPUS	1200	SIMPSON J	FT
EVERETT					38	9.600	.44					
SEATTLE CENT	ART	251	ART HISTORY	5.0	31	10.330	.32	MTWRF	DAY-ON-CAMPUS	0100	LEAVENS	PT
	ART	251	ART HISTORY	5.0	32	10.670	.32	M W	EVENING-ON-CAMPUS	0700	LEAVENS	PT
	ART	253	ART HISTORY SW H	5.0	11	3.670	.32	T R	DAY-OFF-CAMPUS	0400	RODGERS	PT
SEATTLE CENT					74	24.670	.96					
SEATTLE NORTH	ART	100	INTRO TO ART	5.0	30	10.000	.34	MWF	DAY-ON-CAMPUS	0900	CHRISTENSON	FT
	ART	100	INTRO TO ART	.0	30	.000	.00	T R	DAY-ON-CAMPUS	0900	CHRISTENSON	FT
	ART	251	ART HISTORY	5.0	32	10.670	.38	MTWRF	DAY-ON-CAMPUS	1100	CONSTANTINE	FT
SEATTLE NORTH					92	20.670	.72					
SEATTLE SOUTH	ART	251	ART HISTORY	3.0	23	4.600	.38	MWF	DAY-ON-CAMPUS	1100	MRAZ	FT
SEATTLE SOUTH					23	4.600	.38					
SHORELINE	ART	129	APPRECIATION OF DESIGN	2.0		.000	.11	T	DAY-ON-CAMPUS	1130	OSTERMEYER D	FT
	ART	129	APPRECIATION OF DESIGN	2.0	7	.930	.13	T	DAY-ON-CAMPUS	1130	KIRK, J	FT
	ART	129	APPREC. OF DESIGN LAB	.0	7	.000	.00	R	DAY-ON-CAMPUS	1130	KIRK, J	FT
	ART H	201	HISTORY OF WESTERN ART	5.0	16	5.330	.33	MTWRF	DAY-ON-CAMPUS	1230	MCLAUGHLIN,K	PT
SHORELINE					30	6.260	.57					
BELLEVUE	ART	201	HISTORY OF WESTERN ART	5.0	45	15.000	.34	MTWRF	DAY-ON-CAMPUS	1130	PECK G	PT
BELLEVUE					45	15.000	.34					

ART HISTORY

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
HIGHLINE	ART	100	SURVEY OF ART	5.0	22	7.330	.25	MWF	DAY-ON-CAMPUS	0100	PAWULA H	FT
HIGHLINE					22	7.330	.25					
GREEN RIVER	ART	212	HISTORY OF ART	5.0	36	12.000	.25	MTWRF	DAY-ON-CAMPUS	1100	LEVENSKY E	FT
GREEN RIVER					36	12.000	.25					
FT STEILACOOM	ART	100	INTRO TO ART	5.0	79	26.330	.34	MTWRF	DAY-ON-CAMPUS	1000	BUCKNER	FT
	ART	100	INTRO TO ART	5.0	15	5.000	.32	M W	EVENING-OFF-CAMPUS	0745	RAYNOR U	PT
FT STEILACOOM					94	31.330	.66					
CENTRALIA	ART	105	APPRECIATION	5.0	36	12.000	.33	MTWRF	DAY-ON-CAMPUS	1000	BAUER	FT
	ART	200	HISTORY	5.0	37	12.330	.33	MTWRF	DAY-ON-CAMPUS	1100	BAUER	FT
CENTRALIA					73	24.330	.66					
LOWER COLUMBIA	ART	121	HIST WESTERN VISUAL ARTS	5.0	20	6.670	.33	MTWRF	DAY-ON-CAMPUS	1200	POWELSON R	FT
LOWER COLUMBIA					20	6.670	.33					
CLARK	ART	154	ART HISTORY	5.0	36	12.000	.35	MTWRF	DAY-ON-CAMPUS	0900	HENNUM SUE S	PT
	ART	154	ART HISTORY	5.0	37	12.330	.35	MTWRF	DAY-ON-CAMPUS	1100	HENNUM SUE S	PT
	ART	180	ART APPRECIATN	4.0	35	9.330	.28	T R	DAY-ON-CAMPUS	0100	JANOVEC MADE	PT
	ART	185	FILM APPRECIATN	3.0	30	6.000	.21	M	EVENING-ON-CAMPUS	0700	DUNN WARREN	ML
CLARK					138	39.660	1.19					
WENATCHEE VAL	ART	100	INTRO/ART	5.0	44	14.670	.24	MTWRF	DAY-ON-CAMPUS	0900	GRAVES R	FT
	ART	200	ART APPRECIATION	5.0	12	4.000	.18	T R	EVENING-ON-CAMPUS	0500	DIETRICH D	FT
	ART	201	ART HISTORY/ANCIENT	3.0	17	3.400	.11	MWF	DAY-ON-CAMPUS	1200	DIETRICH D	FT
WENATCHEE VAL					73	22.070	.53					
YAKIMA VALLEY	ART	100	ART APPRECIATION	3.0	34	6.800	.20	MWF	DAY-ON-CAMPUS	0830	SMITH R K	CO
	DRAMA	150	INTRO CINEMA	3.0	36	7.200	.12	T R	DAY-ON-CAMPUS	1130	BLISARD	FT
YAKIMA VALLEY					70	14.000	.32					
SPOKANE	ART	107	INTRO ART	5.0	42	14.000	.33	MTWRF	DAY-ON-CAMPUS	1230	VANCAMP V	FT
	ART	107	INTRO ART	5.0	32	10.670	.27	MTWRF	DAY-ON-CAMPUS	0130	VANCAMP V	FT
	ART	107	INTRO ART	5.0	9	3.000	.07	MTWRF	DAY-ON-CAMPUS	0130	VANCAMP V	FT

ART HISTORY

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SPOKANE					83	27.670	.67					
SPOKANE FALLS	ART	107	INTRO ART	5.0	37	12.330	.36	T R	DAY-ON-CAMPUS	0800	HAAG P	FT
	ART	107	INTRO ART	5.0	37	12.330	.31	MTWRF	DAY-ON-CAMPUS	1030	IBACH R	FT
	ART	107	INTRO ART	5.0	35	11.670	.36	MTWRF	DAY-ON-CAMPUS	0130	KIRISHIAN J	FT
	ART	107	INTRO ART	5.0	22	7.330	.22	MTWRF	DAY-ON-CAMPUS	0730	ALFSTAD A	V
	ART	107	INTRO ART	5.0	28	9.330	.35	MTWR	EVENING-ON-CAMPUS	0540	HAWLEY P	PT
	ART	107	INTRO ART	5.0	22	7.330	.35	S	DAY-OFF-CAMPUS	0800	TURNBULL P	PT
	ART	107	INTRO ART	5.0	19	6.330	.35	MTWRF	DAY-OFF-CAMPUS	0900	MARTIN L	PT
	ART	108	HISTORY ART	3.0	39	7.800	.21	MWF	DAY-ON-CAMPUS	0930	STEPHENS C	FT
	ART	108	HISTORY ART	3.0	35	7.000	.21	MWF	DAY-ON-CAMPUS	1130	STEPHENS C	FT
	ART	108	HISTORY ART	3.0	20	4.000	.21	M	EVENING-ON-CAMPUS	0700	TURNBULL P	PT
SPOKANE FALLS					294	85.450	2.93					
COLUMBIA BASIN	ART	110	INTRO TO ART	5.0	30	10.000	.38	MTWRF	DAY-ON-CAMPUS	0900	CLARY, M	FT
	ART	110	INTRO TO ART	5.0	30	10.000	.34	MTWRF	DAY-ON-CAMPUS	1200	BUCKWATER, K	PT
	ART	110	INTRO TO ART	5.0	29	9.670	.21	MTWRF	DAY-ON-CAMPUS	0800	NETH, T	FT
	ART	110	INTRO TO ART	5.0	23	7.670	.34	M W	EVENING-ON-CAMPUS	0700	MECHAM, G	PT
	ART	116	ART HISTORY	5.0	31	10.330	.34	MTWRF	DAY-ON-CAMPUS	1000	BUCKWATER, K	PT
COLUMBIA BASIN					143	47.670	1.61					
WALLA WALLA	ART	100	ART APPRECIATION	3.0	22	4.400	.17	MWF	DAY-ON-CAMPUS	0830	WEBSTER,M.	PT
	ART	100	ART APPRECIATION	3.0	11	2.200	.17	MTR	EVENING-OFF-CAMPUS	0800	PIERCE,C.	PT
	ART	100	ART APPRECIATION	3.0	27	5.400	.17	MTR	DAY-OFF-CAMPUS	0600	PIERCE,C.	PT
WALLA WALLA					60	12.000	.51					
WHATCOM	ART	100	UNDERSTANDING ART	5.0	17	5.670	.33	M W	DAY-OFF-CAMPUS	0400	TEMPLETON,P	PT
WHATCOM					17	5.670	.33					
TACOMA	ART	100	APPRECIATION VISUL ARTS	5.0	52	17.330	.20	MTWRF	DAY-ON-CAMPUS	1130	DIPPOLITO F	FT
TACOMA					52	17.330	.20					
EDMONDS	ART	126	HISTORY OF WESTERN ART	5.0	27	9.000	.50	MTWRF	DAY-ON-CAMPUS	1100	SOLDWEDEL E	FT
EDMONDS					27	9.000	.50					
					1,627	470.380	15.29					

ENGLISH ASL

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SEATTLE NORTH	ESL	098	ADV CONVERSATION FOR ESL	5.0	26	8.670	.33	MTWRF	DAY-ON-CAMPUS	0900	KISCHNER M	FT
	ESL	150	COLLEGE ENGLISH FOR FOR	5.0	30	10.000	.33	MTWRF	DAY-ON-CAMPUS	1000	KISCHNER M	FT
SEATTLE NORTH					56	18.670	.66					
SEATTLE SOUTH	ESL	101	ENGLISH AS A SECOND LANG	5.0	29	9.670	.28	MTWRF	DAY-ON-CAMPUS	1200	ROY	FT
	ESL	102	ENGLISH AS A SECOND LANG	5.0	18	6.000	.28	MTWRF	DAY-ON-CAMPUS	1000	ROY	FT
SEATTLE SOUTH					47	15.670	.56					
SHORELINE	ESL	082	CONVERSATION AND PRONUNC	4.0	[illegible]	8.530	.26	MTWR	DAY-ON-CAMPUS	0130	MAXWELL, A	ML
	ESL	152	CMU STRATEGIES	5.0	40	13.330	.33	MTWRF	DAY-ON-CAMPUS	1130	PETERS, D	ML
	ESL	152	CMU STRATEGIES	5.0	14	4.670	.44	MTWRF	DAY-ON-CAMPUS	1130	GREISS, M	FT
	ESL	183	DEVELOPMENTAL WRITING	3.0	31	6.200	.20	MWF	DAY-ON-CAMPUS	1130	MALOOF, K	PT
	ESL	192	DEVELOPMENTAL READING	2.0	31	4.130	.13	T R	DAY-ON-CAMPUS	1130	MALOOF, K	PT
SHORELINE					148	36.860	1.36					
BELLEVUE	ENGL	016	ENGLISH SECOND LANGUAGE	5.0	17	5.670	.34	MTWRF	DAY-ON-CAMPUS	0930	SHUMAN B	PT
	ENGL	016	ENGLISH SECOND LANGUAGE	5.0	14	4.670	.34	T R	EVENING-ON-CAMPUS	0750	WEISS H	PT
	ENGL	017	ENGLISH SECOND LANGUAGE	5.0	19	6.330	.34	MTWRF	DAY-ON-CAMPUS	1030	SHUMAN B	PT
	ENGL	017	ENGLISH SECOND LANGUAGE	5.0	22	7.330	.34	T R	EVENING-ON-CAMPUS	0750	GOGIC L	PT
	ENGL	018	ENGLISH SECOND LANGUAGE	5.0	22	7.330	.34	MTWRF	DAY-ON-CAMPUS	1130	ROUSSO D	PT
	ENGL	018	ENGLISH SECOND LANGUAGE	5.0	21	7.000	.34	T R	EVENING-ON-CAMPUS	0750	HORNSTEN J	PT
BELLEVUE					115	38.330	2.04					
HIGHLINE	ESL	101	LAB	.0	26	.000	.00	M W	DAY-ON-CAMPUS	1000	DUMMY L	V
	ESL	101	LABORATORY	.0	21	.000	.00	T R	DAY-ON-CAMPUS	1000	DUMMY L	V
	ESL	101	ENGLISH-A SECOND LANGUAG	5.0	26	8.670	.33	MTWRF	DAY-ON-CAMPUS	1100	KILLORY F	PT
	ESL	101	ENGLISH-A SECOND LANGUAG	5.0	21	7.000	.33	MTWRF	DAY-ON-CAMPUS	0100	KILLORY F	PT
HIGHLINE					94	15.670	.66					
FT STEILACOOM	IE	100	ESL STDY SK	4.0	29	7.730	.06	MTWRF	DAY-ON-CAMPUS	1200	MCGINNIS M	V
	IE	101	ESL ST SK II	4.0	9	2.400	.01	MTWRF	DAY-ON-CAMPUS	0100	MCGINNIS M	V
	IE	102	ESL SS III	4.0	7	1.870	.02	ARR	DAY-ON-CAMPUS	ARR	MCGINNIS M	V
	IE	103	ESL SS IV	4.0	6	1.600	.01	ARR	DAY-ON-CAMPUS	ARR	MCGINNIS M	V
FT STEILACOOM					51	13.600	.10					
LOWER COLUMBIA	ENGL	091	ADV ENGL SEC LANG	4.7	22	6.890	.36	MTWRF	DAY-ON-CAMPUS	0900	FONTAINE R	FT
LOWER COLUMBIA					22	6.890	.36					

ENGLISH ASL

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
WENATCHEE VAL	ENGL	150	ENGL/SEC LNG	5.0	1	.330	.01	ARR	DAY-ON-CAMPUS	ARR	GRANTHAM J	FT
WENATCHEE VAL					1	.330	.01					
YAKIMA VALLEY	ENGL	107	ENGL 2ND LANG	5.0	14	4.670	.31	MTWRF	DAY-ON-CAMPUS	1130	MCKAY	PT
YAKIMA VALLEY					14	4.670	.31					
BIG BEND	ENG	114	ENG AS A FOR LANG	6.0	16	6.400	.33	MTWR	DAY-ON-CAMPUS	0915	REEDY	FT
	ENG	114	ENG AS A FOR LANG	.0	16	.000	.00	MTWR	DAY-ON-CAMPUS	0900	REEDY	FT
	ENG	115	ENG AS A FOR LANG	6.0	9	3.600	.33	MTWR	DAY-ON-CAMPUS	1030	REEDY	FT
	ENG	115	ENG AS A FOR LANG	.0	9	.000	.00	MTWR	DAY-ON-CAMPUS	0800	REEDY	FT
	ENG	116	ENG AS A FOR LANG	6.0	14	5.600	.33	MTWR	DAY-ON-CAMPUS	1030	WAGNITZ	FT
	ENG	116	ENG AS A FOR LANG	.0	14	.000	.00	M W	DAY-ON-CAMPUS	0800	WAGNITZ	FT
BIG BEND					78	15.600	.99					
TACOMA	ESL	094	READING & SPEAKING SKILL	5.0	23	7.670	.33	MTWRF	DAY-ON-CAMPUS	1230	LUKIN L	FT
	ESL	098	WRITING II	5.0	29	9.670	.33	MTWRF	DAY-ON-CAMPUS	1130	JONES M	FT
	ESL	099	WRITING III	5.0	33	11.000	.35	MTWRF	DAY-ON-CAMPUS	1130	HOFFMEYER M	PT
	ESL	150	ORAL/AURAL PRAC & READ	5.0	32	10.670	.35	MTWRF	DAY-ON-CAMPUS	1230	HOFFMEYER M	PT
TACOMA					117	39.010	1.36					
EDMONDS	ENGL	155	ADV READ/ORAL COMM-ESL	5.0	16	5.330	.24	MTWRF	DAY-ON-CAMPUS	0900	TREADGOLD S	PT
	ENGL	156	INTER WRITE/THINKING-ESL	5.0	12	4.000	.20	MTWRF	DAY-ON-CAMPUS	1100	NERISON P	FT
	ENGL	157	ADV WRITE/THINKING-ESL	5.0	10	3.330	.17	MTWRF	DAY-ON-CAMPUS	1100	NERISON P	FT
EDMONDS					38	12.660	.61					
					781	217.960	9.02					

ETHNIC STUDIES

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SKAGIT VALLEY	ETHNC	100	US RAC MINOPT SOSC	5.0	21	7.000	.10	MTWRF	DAY-ON-CAMPUS	1200	MUNGEN T	FT
	ETHNC	100	DUMMY SECTION	.0		.000	.10	MTWRF	DAY-ON-CAMPUS	1200	WILBUR N	PT
	ETHNC	100	DUMMY SECTION	.0		.000	.10	MTWRF	DAY-ON-CAMPUS	1200	ADAMS B	PT
	ETHNC	100	DUMMY SECTION	.0		.000	.10	MTWRF	DAY-ON-CAMPUS	1200	RODRIGUEZ A	ML
SKAGIT VALLEY					21	7.000	.40					
SEATTLE CENT	SOC	105	SOC OF BLACK AMERICANS	5.0	32	10.670	.34	MTWRF	DAY-ON-CAMPUS	1000	HUNTER	FT
SEATTLE CENT					32	10.670	.34					
SEATTLE NORTH	ANT	130	WORLD CULTURES	3.0	12	2.400	.12	MWF	DAY-ON-CAMPUS	1100	ABE B	FT
	ANT	130	WORLD CULTURES	5.0	21	7.000	.21	MTWRF	DAY-ON-CAMPUS	1100	ABE B	FT
SEATTLE NORTH					33	9.400	.33					
SHORELINE	HIST	271	AFRICAN AMERICAN HISTORY	5.0	17	5.670	.23	MTWRF	DAY-ON-CAMPUS	1030	TAHA, K	FT
	IASTU	212	AFRICAN AMERICAN HISTORY	5.0	7	2.330	.10	MTWRF	DAY-ON-CAMPUS	1030	TAHA, K	FT
	IASTU	254	NATIVE AMERICAN HISTORY	5.0	29	9.670	.33	MTWRF	DAY-ON-CAMPUS	0930	LAFOUNTAINE,	FT
	IASTU	259	INTRO NAT AMER CONT PROB	5.0	20	6.670	.34	MTWRF	DAY-ON-CAMPUS	1030	LAFOUNTAINE	FT
SHORELINE					73	24.340	1.00					
FT STEILACOOM	ANTHR	250	INDNS N AMER	5.0	24	8.000	.33	MTWRF	DAY-ON-CAMPUS	1100	MCGINNIS	FT
	HIST	182	BLACK AMERNS	3.0	2	.400	.13	ARR	DAY-OFF-CAMPUS	ARR	COBB	FT
	HIST	185	INDIANS PNW	2.0	1	.130	.06	ARR	DAY-OFF-CAMPUS	ARR	COBB	FT
	HIST	187	NEW INDIANS	2.0	1	.130	.07	ARR	DAY-OFF-CAMPUS	ARR	COBB	FT
FT STEILACOOM					28	8.660	.59					
LOWER COLUMBIA	SNST	032	CONTEMPY WORLD THRU FILM	1.5	18	1.800	.07	R	DAY-OFF-CAMPUS	0130	MACK L	PT
	SNST	032	CONTEMPY WORLD THRU FILM	1.5	24	2.400	.07	W	DAY-OFF-CAMPUS	0130	MACK L	PT
	SNST	032	CONTEMPY WORLD THRU FILM	1.5	13	1.300	.07	F	DAY-OFF-CAMPUS	0100	OGDEN R	PT
LOWER COLUMBIA					55	5.500	.21					
WENATCHEE VAL	HIST	150	AMER INDIAN	3.0	41	8.200	.18	MWF	DAY-ON-CAMPUS	1000	SOLLARS J	FT
	HIST	151	AMER IND RESEARCH	2.0	19	2.530	.12	MWF	DAY-ON-CAMPUS	0200	SOLLARS J	FT
WENATCHEE VAL					60	10.730	.30					
WHATCOM	ANTHR	130	NATIVE AMERICANS	5.0	1	.330	.01	ARR	EVENING-OFF-CAMPUS		OLAFSON,P	FT
	ANTHR	220	NORTHWEST COAST INDIANS	5.0	1	.330	.04	*	EVENING-OFF-CAMPUS		MANCUSO,S	FT
	ANTHR	220	NORTHWEST COAST INDIANS	5.0	21	7.000	.26	MTWR	DAY-OFF-CAMPUS	1020	RICHARDSON,A	FT

WASHINGTON COMMUNITY COLLEGE HUMANITIES ENROLLMENTS
FALL QUARTER 1981

ETHNIC STUDIES

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
WHATCOM					23	7.660	.31					
					325	83.960	3.48					

FOREIGN LANG.

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
PENINSULA	GERM	101	ELEM GERM	5.0	16	5.330	.34	MTWRF	DAY-ON-CAMPUS	1200	FISCH	FT
	GERM	204	INTER GERMAN	5.0	5	1.670	.34	MTWRF	DAY-ON-CAMPUS	0800	QUAST	FT
	SPAN	101	ELEM SPANISH	5.0	35	11.670	.33	MTWRF	DAY-ON-CAMPUS	1100	MOORE	FT
	SPAN	204	INTR SPANISH	5.0	14	4.670	.33	MTWRF	DAY-ON-CAMPUS	0100	MOORE	FT
PENINSULA					70	23.340	1.34					
GRAYS HARBOR	FREN	101	BEG FRENCH	5.0	36	12.000	.34	MTWRF	DAY-ON-CAMPUS	1000	ENRICO H	FT
	GERM	101	GERMAN,LANG,LIT,PEOPLE	5.0	15	5.000	.33	MTWRF	DAY-ON-CAMPUS	1200	ENRICO H	FT
	RUSS	101	BEG RUSSIAN	5.0	8	2.670	.17	MTWRF	DAY-ON-CAMPUS	1000	WAGNER E	FT
	RUSS	201	INTER RUSSIAN	3.0	1	.200	.10	ARR	DAY-ON-CAMPUS	0000	WAGNER E	FT
GRAYS HARBOR					60	19.870	.94					
OLYMPIC	FRNCH	101	ELEM FRENCH	5.0	30	10.000	.34	MTWRF	DAY-ON-CAMPUS	1100	WAISMAN A	FT
	GERM	101	ELEM GERMAN	5.0	28	9.330	.33	MTWRF	DAY-ON-CAMPUS	1000	MATHIASEN J	FT
	SPAN	101	ELEM SPAN	5.0	25	8.330	.33	MTWRF	DAY-ON-CAMPUS	1000	WAISMAN A	FT
	SPAN	101	ELEM SPAN	5.0	29	9.670	.33	MTWRF	DAY-ON-CAMPUS	1200	WAISMAN A	FT
	SPAN	295	INDEPN STDY	2.0	1	.130	.01	ARR	DAY-ON-CAMPUS	ARR	WAISMAN A	V
OLYMPIC					113	37.460	1.34					
SKAGIT VALLEY	SPAN	101	1ST-YR SPANISH I	5.0	21	7.000	.25	MTWRF	DAY-ON-CAMPUS	0900	LARIOS F	PT
	SPAN	101	1ST-YR SPANISH I	5.0	24	8.000	.25	MTWRF	DAY-ON-CAMPUS	1000	LARIOS F	PT
	SPAN	101	1ST-YR SPANISH I	5.0	24	8.000	.25	MTWRF	DAY-ON-CAMPUS	1200	LARIOS F	PT
	SPAN	101	1ST-YR SPANISH I	5.0	26	8.670	.27	T R	DAY-OFF-CAMPUS	0100	MILLER A	PT
	SPAN	101	DUMMY SECTION	.0		.000	.03	T R	DAY-OFF-CAMPUS	0100	FORD M	PT
	SPAN	201	2ND YEAR SPANISH I	5.0	7	2.330	.25	MTWRF	DAY-ON-CAMPUS	0100	LARIOS F	PT
	SPAN	251	INDEPENDENT STUDY	1.0	1	.070	.01	MTWRF	DAY-ON-CAMPUS	0300	LARIOS F	V
	SRSPA	052	BEG SPANISH	2.0	12	1.600	.12	R	DAY-OFF-CAMPUS	1000	STROMBERG G	PT
	SRSPA	052	CONVERSATIONAL SPANISH	2.0	11	1.470	.12	T	EVENING-OFF-CAMPUS	0700	STROMBERG G	PT
SKAGIT VALLEY					126	37.140	1.55					
EVERETT	FRNCH	101	ELEMENTARY FRENCH	5.0	38	12.670	.17	MTWRF	DAY-ON-CAMPUS	1100	SCOTT J	FT
	FRNCH	207	INTERMEDIATE FRENCH	3.0	7	1.400	.11	MWF	DAY-ON-CAMPUS	0100	SCOTT J	FT
	GERM	101	ELEMENTARY GERMAN	5.0	26	8.670	.39	MTWRF	DAY-ON-CAMPUS	0900	BJORN B	FT
	GERM	101	ELEMENTARY GERMAN	5.0	12	4.000	.38	MTWRF	DAY-ON-CAMPUS	0100	BJORN B	FT
	GERM	151	BEG CONVERSATION	2.0	14	1.870	.13	T	EVENING-OFF-CAMPUS	0730	BJORN B	ML
	GERM	207	INTERMEDIATE GERMAN	3.0	4	.800	.18	MWF	DAY-ON-CAMPUS	1100	BJORN B	FT
	GERM	299	SPECIAL PROJECTS	1.0	1	.070	.00	T R	DAY-ON-CAMPUS	1100	BJORN B	FT
	GERM	299	SPECIAL PROJECTS	2.0	3	.400	.00	T R	DAY-ON-CAMPUS	1100	BJORN B	FT
	GERM	299	SPECIAL PROJECTS	5.0	1	.330	.05	T R	DAY-ON-CAMPUS	1100	BJORN B	FT
	SPAN	101	ELEMENTARY SPANISH	5.0	50	16.670	.18	MTWRF	DAY-ON-CAMPUS	1000	SCOTT J	FT
	SPAN	207	INTERMEDIATE SPANISH	3.0	14	2.800	.11	MWF	DAY-ON-CAMPUS	0900	SCOTT J	FT

FOREIGN LANG.

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
EVERETT	SPAN	299	SPECIAL PROJECTS	1.0	1	.070	.05	ARR	DAY-ON-CAMPUS		SCOTT J	FT
	SPAN	299	SPECIAL PROJECTS	2.0	1	.130	.11	ARR	DAY-ON-CAMPUS		SCOTT J	FT
	SPAN	299	SPECIAL PROJECTS	3.0	1	.200	.16	ARR	DAY-ON-CAMPUS		SCOTT J	FT
	SPAN	299	SPECIAL PROJECTS	5.0	1	.330	.11	ARR	DAY-ON-CAMPUS		SCOTT J	FT
EVERETT					174	50.410	2.13					
SEATTLE CENT	FRE	101	FIRST YEAR FRENCH	5.0	33	11.000	.34	MTWRF	DAY-ON-CAMPUS	1100	GILBERT	FT
	FRE	101	FIRST YEAR FRENCH	5.0	36	12.000	.33	MTWRF	DAY-ON-CAMPUS	0100	GILBERT	FT
	FRE	101	FRIST YEAR FRENCH	5.0	30	10.000	.32	T R	EVENING-ON-CAMPUS	0700	BARKLEY	PT
	GER	101	ELEMENTARY GERMAN	5.0	30	10.000	.33	MTWRF	DAY-ON-CAMPUS	1000	GILBERT	FT
	SPA	101	ELEMENTARY SPANISH	5.0	31	10.330	.33	MTWRF	DAY-ON-CAMPUS	0800	LOSAOA	FT
	SPA	101	ELEMENTARY SPANISH	5.0	33	11.000	.34	MTWRF	DAY-ON-CAMPUS	0900	LOSADA	FT
SEATTLE CENT					193	64.330	1.99					
SEATTLE NORTH	CHI	101	CHINESE:INTRO TO LANGUAG	5.0	30	10.000	.34	MTWRF	DAY-ON-CAMPUS	1000	CHONG	PT
	FRE	101	FIRST-YEAR FRENCH	5.0	26	8.670	.34	MTWRF	DAY-ON-CAMPUS	0900	APPLEBAUM L	FT
	FRE	101	FIRST-YEAR FRENCH	5.0	29	9.670	.34	MTWRF	DAY-ON-CAMPUS	1000	STONE	PT
	GER	101	FIRST-YEAR GERMAN	5.0	25	8.330	.33	MTWRF	DAY-ON-CAMPUS	1000	APPLEBAUM L	FT
	GER	101	FIRST-YEAR GERMAN	5.0	23	7.670	.33	MTWRF	DAY-ON-CAMPUS	1100	APPLEBAUM L	FT
	GER	101	FIRST-YEAR GERMAN	5.0	25	8.330	.34	M W	EVENING-ON-CAMPUS	0700	MADER E	PT
	SPA	101	FIRST-YEAR SPANISH	5.0	25	8.330	.34	MTWRF	DAY-ON-CAMPUS	1000	MILLHIZER W	FT
	SPA	101	FIRST-YEAR SPANISH	5.0	25	8.330	.33	MTWRF	DAY-ON-CAMPUS	1100	LOSAOA R	FT
	SPA	101	FIRST-YEAR SPANISH	5.0	29	9.670	.3[illegible]	T R	EVENING-ON-CAMPUS	0700	MILLHIZER W	FT
	SPA	102	FIRST-YEAR SPANISH	5.0	11	3.670	.2[illegible]	MTWRF	DAY-ON-CAMPUS	1100	MILLHIZER W	FT
	SPA	103	FIRST-YEAR SPANISH	5.0	6	2.000	.12	MTWRF	DAY-ON-CAMPUS	1100	MILLHIZER W	FT
SEATTLE NORTH					254	84.670	3.35					
SEATTLE SOUTH	SPA	101	ELEMENTARY SPANISH	5.0	25	8.330	.32	MTWRF	DAY-ON-CAMPUS	1000	SCHINASI	PT
	SPA	102	ELEMENTARY SPANISH	5.0	16	5.330	.32	MTWRF	DAY-ON-CAMPUS	1200	SCHINASI	PT
SEATTLE SOUTH					41	13.660	.64					
SHORELINE	FRNCH	101	ELEMENTARY FRENCH	5.0	31	10.330	.34	MTWRF	DAY-ON-CAMPUS	0830	HART, S	FT
	FRNCH	101	ELEMENTARY FRENCH	5.0	28	9.330	.33	MTWRF	DAY-ON-CAMPUS	1130	HART, S	FT
	FRNCH	201	INTERMEDIATE FRENCH	5.0	21	7.000	.33	MTWRF	DAY-ON-CAMPUS	0930	HART, S	FT
	GERMN	101	ELEMENTARY GERMAN	5.0	30	10.000	.33	MTWRF	DAY-ON-CAMPUS	0930	RABURA, M	FT
	GERMN	201	INTERMEDIATE GERMAN	5.0	23	7.670	.34	MTWRF	DAY-ON-CAMPUS	1030	RABURA, M	FT
	GERMN	297	SPECIAL PROJECT	1.0	4	.270	.04	ARR	DAY-ON-CAMPUS		RABURA, M	V
	GERMN	299	SPECIAL PROJECT	3.0	1	.200	.01	ARR	DAY-ON-CAMPUS		RABURA, M	V
	NOR	101	ELEMENTARY NORWEGIAN	5.0	31	10.330	.33	MTWRF	DAY-ON-CAMPUS	1130	QVIGSTAD, K	PT
	SPAN	101	ELEMENTARY SPANISH	5.0	29	9.670	.34	MTWRF	DAY-ON-CAMPUS	0730	HUNTER, P	FT
	SPAN	101	ELEMENTARY SPANISH	5.0	27	9.000	.33	MTWRF	DAY-ON-CAMPUS	0830	HUNTER, P	FT

FOREIGN LANG.

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SHORELINE	SPAN	101	ELEMENTARY SPANISH	5.0	28	9.330	.33	MTWRF	DAY-ON-CAMPUS	1030	HUNTER, P	FT
	SPAN	101	ELEMENTARY SPANISH	5.0	28	9.330	.33	M W	EVENING-ON-CAMPUS	0710	DUNN, L	PT
SHORELINE					281	92.460	3.38					
BELLEVUE	FRNCH	011	BEGIN CONV FRENCH	3.0	29	5.800	.21	W	EVENING-ON-CAMPUS	0750	MALONE M	PT
	FRNCH	013	CONVERSATIONAL FRENCH	3.0	3	.600	.09	T	EVENING-ON-CAMPUS	0700	BARTHOLOMEW	PT
	FRNCH	101	BEGINNING 1ST YEAR FRNCH	5.0	34	11.330	.27	MTWRF	DAY-ON-CAMPUS	0830	MATKOVICK E	FT
	FRNCH	101	BEGINNING 1ST YR FRNCH	5.0	18	6.000	.16	MTWRF	DAY-ON-CAMPUS	0930	MATKOVICK E	FT
	FRNCH	102	INTERMED 1ST YEAR FRNCH	5.0	14	4.670	.12	MTWRF	DAY-ON-CAMPUS	0930	MATKOVICK E	FT
	FRNCH	103	ADVANCED 1ST YEAR FRNCH	5.0	7	2.330	.09	MWF	DAY-ON-CAMPUS	1230	MATKOVICK E	FT
	FRNCH	111	BEGINNING 1ST YEAR FRNCH	3.0	31	6.200	.17	W	EVENING-ON-CAMPUS	0750	MATKOVICK E	FT
	FRNCH	113	INTER 1ST YEAR FRENCH	4.0	6	1.600	.18	T	EVENING-ON-CAMPUS	0700	BARTHOLOMEW	PT
	FRNCH	201	BASIC 2D YR FRENCH(FLAP)	5.0	15	5.000	.19	MWF	DAY-ON-CAMPUS	1230	MATKOVICK E	FT
	GERM	011	BEGIN CONV GERMAN	3.0	17	3.400	.19	T	EVENING-ON-CAMPUS	0750	HAGEMEYER F	PT
	GERM	013	CONVERSATIONAL GERMAN	3.0	5	1.000	.11	R	EVENING-ON-CAMPUS	0750	HAGEMEYER E	PT
	GERM	101	BEGINNING 1ST YEAR GERMN	5.0	29	9.670	.33	MTWRF	DAY-ON-CAMPUS	1030	PFISTER F	FT
	GERM	101	BEGINNING 1ST YEAR GERM	5.0	13	4.330	.21	MTWRF	DAY-ON-CAMPUS	0730	PFISTER F	FT
	GERM	102	INTERMED 1ST YR GERMAN	5.0	8	2.670	.13	MTWRF	DAY-ON-CAMPUS	0730	PFISTER F	FT
	GERM	104	INDIVIDUAL 1ST YR GERMAN	4.9	26	8.490	.24	MTWRF	DAY-ON-CAMPUS	0830	PFISTER F	FT
	GERM	111	BEGINNING 1ST YR GERMAN	3.0	17	3.400	.10	T	EVENING-ON-CAMPUS	0750	HAGEMEYER E	PT
	GERM	113	INTER 1ST YR GERM	4.0	7	1.870	.16	R	EVENING-ON-CAMPUS	0750	HAGEMEYER E	PT
	GERM	201	BASIC 2D YR GERMAN(FLAP)	5.0	10	3.330	.09	MTWRF	DAY-ON-CAMPUS	0830	PFISTER F	FT
	SPAN	011	BEGIN CONV SPANISH	3.0	18	3.600	.10	M	EVENING-ON-CAMPUS	0750	MERENYI K	PT
	SPAN	011	BEGIN CONV SPANISH	3.0	29	5.800	.21	M	EVENING-ON-CAMPUS	0750	ZAHAJKO C	PT
	SPAN	013	CONVERSATIONAL SPANISH	3.0	2	.400	.04	W	EVENING-ON-CAMPUS	0750	MERENYI K	PT
	SPAN	101	BEGINNING 1ST YEAR SPAN	5.0	24	8.000	.34	MTWRF	DAY-ON-CAMPUS	0730	ZAHAJKO C	PT
	SPAN	101	BEGIN 1ST YR SPAN (FLAP)	5.0	20	6.670	.22	MTWRF	DAY-ON-CAMPUS	0830	CUEVAS F	PT
	SPAN	102	INTERMED 1ST YR SPANISH	5.0	11	3.670	.12	MTWRF	DAY-ON-CAMPUS	0830	CUEVAS F	PT
	SPAN	111	BEGINNING 1ST YR SPANISH	3.0	21	4.200	.11	M	EVENING-ON-CAMPUS	0750	MERENYI K	PT
	SPAN	113	INTER 1ST YR SPANISH	4.0	13	3.470	.23	W	EVENING-ON-CAMPUS	0750	MERENYI K	PT
	SPAN	201	BASIC 2D YR SPANISH	5.0	12	4.000	.25	MTWRF	DAY-ON-CAMPUS	1030	CUEVAS F	PT
	SPAN	203	ADV SECOND-YR SPAN(FLAP)	5.0	4	1.330	.09	MTWRF	DAY-ON-CAMPUS	1030	CUEVAS F	PT
BELLEVUE					443	122.830	4.67					
HIGHLINE	FREN	101	ELEMENTARY FRENCH	5.0	40	13.330	.33	MTWRF	DAY-ON-CAMPUS	0900	HOEM K	FT
	FREN	101	ELEMENTARY FRENCH	5.0	36	12.000	.33	MTWRF	DAY-ON-CAMPUS	1200	HOEM K	FT
	FREN	101	ELEMENTARY FRENCH	5.0	29	9.670	.33	T R	EVENING-ON-CAMPUS	0700	NESS B	PT
	FREN	102	ELEMENTARY FRENCH	5.0	15	5.000	.33	MTWRF	DAY-ON-CAMPUS	1000	HOEM K	FT
	FREN	201	INTERMEDIATE FRENCH	5.0	14	4.670	.37	MTWRF	DAY-ON-CAMPUS	1100	HOFMANN E	FT
	GER	101	ELEMENTARY GERMAN	5.0	29	9.670	.20	MTWRF	DAY-ON-CAMPUS	0800	SCHIMMELBUSC	FT
	GER	101	ELEMENTARY GERMAN	5.0	33	11.000	.20	MTWRF	DAY-ON-CAMPUS	1100	SCHIMMELBUSC	FT
	GER	101	HONORS ELEMENTARY GERMAN	5.0	2	.670	.20	MTWRF	DAY-ON-CAMPUS	1100	SCHIMMELBUSC	FT
	GER	201	INTERMEDIATE GERMAN	5.0	9	3.000	.20	MTWRF	DAY-ON-CAMPUS	1200	SCHIMMELBUSC	FT

FOREIGN LANG.

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
HIGHLINE	JAPAN	101	ELEMENTARY JAPANESE	5.0	34	11.330	.24	MTWRF	DAY-ON-CAMPUS	1000	GATOLENTINO	FT
	SPAN	101	ELEMENTARY SPANISH	5.0	30	10.000	.25	MTWRF	DAY-ON-CAMPUS	0900	GATOLENTINO	FT
	SPAN	101	HONORS ELEM SPANISH	5.0	1	.330	.25	MTWRF	DAY-ON-CAMPUS	0900	GA-TOLENTINO	FT
	SPAN	101	ELEMENTARY SPANISH	5.0	31	10.330	.25	MTWRF	DAY-ON-CAMPUS	1100	GATOLENTINO	FT
	SPAN	101	ELEMENTARY SPANISH	5.0	32	10.670	.33	M W	EVENING-ON-CAMPUS	0700	GATOLENTINO	ML
	SPAN	102	ELEMENTARY SPANISH	5.0	10	3.330	.34	MTWRF	DAY-ON-CAMPUS	1100	FRANTILLA K	FT
	SPAN	201	INTERMEDIATE SPANISH	5.0	4	1.330	.01	MTWRF	DAY-ON-CAMPUS	1200	GATOLENTINO	FT
HIGHLINE					349	116.330	4.16					
GREEN RIVER	FREN	090	BASIC CONVERSATION	3.0	14	2.800	.19	R	EVENING-ON-CAMPUS	0700	SPRAGUE Y	PT
	FREN	101	ELEMENTARY FRENCH	5.0	34	11.330	.25	MTWRF	DAY-ON-CAMPUS	0800	LOLAND J	FT
	FREN	101	ELEMENTARY FRENCH	5.0	29	9.670	.25	MTWRF	DAY-ON-CAMPUS	1000	LOLAND J	FT
	FREN	103	ELEMENTARY FRENCH	5.0	1	.330	.25	ARR	DAY-OFF-CAMPUS	ARR	LOLAND J	FT
	FREN	201	INTERMEDIATE FRENCH	5.0	9	3.000	.25	MTWRF	DAY-ON-CAMPUS	1100	LOLAND J	FT
	GERM	101	ELEMENTARY GERMAN	5.0	34	11.330	.34	MTWRF	DAY-ON-CAMPUS	1000	DIRKS R	FT
	GERM	101	ELEMENTARY GERMAN	5.0	14	4.670	.33	MTWRF	DAY-ON-CAMPUS	0100	DIRKS R	FT
	GERM	201	INTERMEDIATE GERMAN	5.0	16	5.330	.33	MTWRF	DAY-ON-CAMPUS	1100	DIRKS R	FT
	SPAN	101	ELEMENTARY SPANISH	5.0	36	12.000	.25	MTWRF	DAY-ON-CAMPUS	0900	FRANCO T	FT
	SPAN	101	ELEMENTARY SPANISH	5.0	30	10.000	.25	MTWRF	DAY-ON-CAMPUS	1100	FRANCO T	FT
	SPAN	103	ELEMENTARY SPANISH	5.0	2	.670	.25	ARR	DAY-OFF-CAMPUS	ARR	FRANCO T	FT
	SPAN	201	INTERMEDIATE SPANISH	5.0	10	3.330	.25	MTWRF	DAY-ON-CAMPUS	0100	FRANCO T	FT
GREEN RIVER					229	74.460	3.19					
FT STEILACOOM	FREN	101	ELEM FRENCH	5.0	40	13.330	.34	MTWRF	DAY-ON-CAMPUS	0900	BOYDEN	FT
	FREN	101	ELEM FRENCH	5.0	26	8.670	.32	M W	EVENING-ON-CAMPUS	0530	BOYDEN	ML
	FREN	103	ELEM FRENCH	5.0	12	4.000	.33	MTWRF	DAY-ON-CAMPUS	0100	BOYDEN	FT
	FREN	294	IND STUDY	2.0	1	.130	.01	ARR	DAY-OFF-CAMPUS	ARR	BOYDEN	V
	FREN	294	IND STUDY	3.0	1	.200	.01	ARR	DAY-OFF-CAMPUS	ARR	BOYDEN	V
	GERMN	101	ELEM GERMAN	5.0	37	12.330	.33	MTWRF	DAY-ON-CAMPUS	1100	BOYDEN	FT
	GERMN	101	ELEM GERMAN	5.0	19	6.330	.32	T R	EVENING-OFF-CAMPUS	0530	TORRES U	PT
	SPAN	001	SPAN CONV I	2.0	15	2.000	.13	W	DAY-OFF-CAMPUS	0930	PETERSON F	PT
	SPAN	001	SPAN CONV I	2.0	9	1.200	.13	M	DAY-OFF-CAMPUS	1000	PETERSON F	PT
	SPAN	002	SPAN CONV II	2.0	18	2.400	.13	R	DAY-OFF-CAMPUS	0930	PETERSON F	PT
	SPAN	101	ELEM SPANISH	5.0	12	4.000	.32	M W	EVENING-OFF-CAMPUS	0445	ROSA K	PT
FT STEILACOOM					190	54.590	2.37					
CENTRALIA	FRCH	101	ELEMENTARY	5.0	22	7.330	.34	MTWRF	DAY-ON-CAMPUS	0900	BURGER	PT
	FRCH	101	ELEMENTARY	5.0	20	6.670	.34	MTWRF	DAY-ON-CAMPUS	1100	BURGER	PT
	FRCH	101	ELEMENTARY	5.0	17	5.670	.34	MTWRF	DAY-OFF-CAMPUS	1200	MARIBONA	PT
	GERM	101	ELEMENTARY	5.0	19	6.330	.37	MTWRF	DAY-ON-CAMPUS	0900	FREUND	FT
	GERM	101	ELEMENTARY	5.0	14	4.670	.38	MTWRF	DAY-ON-CAMPUS	1100	FREUND	FT
	SPAN	101	ELEMENTARY	5.0	29	9.670	.34	MTWRF	DAY-ON-CAMPUS	1000	YOCOM	PT

FOREIGN LANG.

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
CENTRALIA	SPAN	101	ELEMENTARY	5.0	18	6.000	.34	MTWRF	DAY-ON-CAMPUS	1100	YOCOM	PT
	SPAN	101	ELEMENTARY	5.0	5	1.670	.08	M W	EVENING-ON-CAMPUS	0730	YOCOM	PT
	SPAN	102	ELEMENTARY	5.0	1	.330	.17	ARR	DAY-ON-CAMPUS	ARR	BILBY	PT
	SPAN	201	ADVANCED	5.0	5	1.670	.09	M W	EVENING-ON-CAMPUS	0730	YOCOM	PT
CENTRALIA					150	50.010	2.79					
LOWER COLUMBIA	FREN	101	ELEMENTARY FRENCH	5.0	27	9.000	.31	M W	EVENING-ON-CAMPUS	0700	LE K	PT
	SPAN	101	ELEM SPANISH	5.0	34	11.330	.31	MTWRF	DAY-ON-CAMPUS	0900	CADMAN O	PT
	SPAN	201	INTERMEDIATE SPANISH	3.0	12	2.400	.19	R	EVENING-ON-CAMPUS	0700	CADMAN O	PT
LOWER COLUMBIA					73	22.730	.81					
CLARK	FREN	101	1ST YR FRENCH	5.0	29	9.670	.15	MTWRF	DAY-ON-CAMPUS	0900	MRAZEK DOUGL	FT
	FREN	101	1ST YR FRENCH	5.0	26	8.670	.16	M W	EVENING-ON-CAMPUS	0700	MRAZEK DOUGL	FT
	FREN	101	1ST YR FRENCH (APLE)	5.0	9	3.000	.33	ARR	EVENING-OFF-CAMPUS	ARR	FRANKLIN C	CO
	FREN	103	1ST YR FRENCH	5.0	11	3.670	.16	MTWRF	DAY-ON-CAMPUS	1200	MRAZEK DOUGL	FT
	FREN	201	2ND YR FRENCH	3.0	8	1.600	.21	MWF	DAY-ON-CAMPUS	1100	MRAZEK DOUGL	ML
	GERM	100	GERMAN AREA ST	5.0	1	.330	.01	MTWRF	DAY-ON-CAMPUS	1000	SCHMALENBERG	FT
	GERM	100	GERMAN AREA ST	3.0	1	.200	.01	MTWRF	DAY-ON-CAMPUS	1100	SCHMALENBERG	FT
	GERM	100	GERMAN AREA ST	5.0	1	.330	.01	M W	EVENING-ON-CAMPUS	0700	BEAVER N	PT
	GERM	101	1ST YR GERMAN	4.7	23	7.210	.26	MTWRF	DAY-ON-CAMPUS	1000	SCHMALENBERG	FT
	GERM	101	1ST YR GERMAN	4.7	22	6.890	.29	MTWRF	DAY-ON-CAMPUS	1100	SCHMALENBERG	FT
	GERM	101	1ST YR GERMAN	3.8	13	3.290	.17	M W	EVENING-ON-CAMPUS	0700	BEAVER N	PT
	GERM	102	1ST YR GERMAN	5.0	4	1.330	.05	MTWRF	DAY-ON-CAMPUS	1000	SCHMALENBERG	FT
	GERM	102	1ST YR GERMAN	5.0	2	.670	.03	MTWRF	DAY-ON-CAMPUS	1100	SCHMALENBERG	FT
	GERM	102	1ST YR GERMAN	2.5	2	.330	.03	M W	EVENING-ON-CAMPUS	0700	BEAVER N	PT
	GERM	103	1ST YR GERMAN	5.0	1	.330	.01	MTWRF	DAY-ON-CAMPUS	1100	SCHMALENBERG	FT
	GERM	103	1ST YR GERMAN	2.0	4	.530	.05	M W	EVENING-ON-CAMPUS	0700	BEAVER N	PT
	GERM	201	2ND YR GERMAN	5.0	1	.330	.01	MTWRF	DAY-ON-CAMPUS	1000	SCHMALENBERG	FT
	JAPN	290	SPEC PROJECTS	2.5	2	.330	.02	ARR	DAY-ON-CAMPUS	ARR	KANO P	V
	SPAN	101	1ST YR SPANISH	5.0	31	10.330	.12	MTWRF	DAY-ON-CAMPUS	1000	CALVERT JOHN	FT
	SPAN	101	1ST YR SPANISH	4.8	30	9.600	.11	T R	EVENING-ON-CAMPUS	0700	CALVERT JOHN	FT
	SPAN	101	1ST YR SPANISH	5.0	20	6.670	.35	MTWRF	DAY-ON-CAMPUS	1000	VARA L	PT
	SPAN	101	1ST YR SPANISH (APLE)	5.0	15	5.000	.33	ARR	EVENING-OFF-CAMPUS	ARR	FLYNN P	CO
	SPAN	101	1ST YR SPANISH (APLE)	5.0	10	3.330	.33	ARR	EVENING-OFF-CAMPUS	ARR	GILROY-HICKS	CO
	SPAN	102	1ST YR SPANISH	4.8	19	6.080	.11	MTWRF	DAY-ON-CAMPUS	1200	CALVERT JOHN	FT
	SPAN	103	1ST YR SPANISH	5.0	4	1.330	.11	MTWRF	DAY-ON-CAMPUS	1200	CALVERT JOHN	FT
	SPAN	201	2ND YR SPANISH	3.0	10	2.000	.21	MWF	DAY-ON-CAMPUS	0100	CALVERT JOHN	ML
	SPAN	204	SUPPL ST SPAN	2.0	2	.270	.05	ARR	DAY-ON-CAMPUS	ARR	CALVERT JOHN	FT
CLARK					301	93.320	3.68					
WENATCHEE VAL	SPAN	101	ELEM SPANISH	5.0	32	10.670	.30	MTWRF	DAY-ON-CAMPUS	0800	GRANTHAM J	FT
	SPAN	204	INT SPANISH	5.0	9	3.000	.20	MTWRF	DAY-ON-CAMPUS	0900	GRANTHAM J	FT

FOREIGN LANG.

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
WENATCHEE VAL					41	13.670	.50					
YAKIMA VALLEY	FREN	214	CONVERSAT FREN-I	3.0	19	3.800	.19	T	EVENING-OFF-CAMPUS	0700	STACEY E	PT
	GERM	101	BEGIN GERMAN-I	5.0	16	5.330	.28	MTWRF	DAY-ON-CAMPUS	0830	UHLMAN J	FT
	GERM	101	BEGIN GERMAN-I	5.0	19	6.330	.28	MTWRF	DAY-ON-CAMPUS	0930	UHLMAN J	FT
	SPAN	101	BEGIN SPANISH-I	5.0	23	7.670	.34	MTWRF	DAY-ON-CAMPUS	0830	PINON R	FT
	SPAN	101	BEGIN SPANISH-I	5.0	20	6.670	.33	MTWRF	DAY-ON-CAMPUS	0930	PINON R	FT
	SPAN	103	SPANISH-III	5.0	1	.330	.31	M W	DAY-OFF-CAMPUS	ARR	LIEVA	PT
	SPAN	111	CONVERSATION SPANISH-I	3.0	13	2.600	.19	T R	EVENING-OFF-CAMPUS	0630	RODRIQUEZ R	PT
	SPAN	204	INTER SPANISH-IV	5.0	16	5.330	.33	MTWRF	DAY-ON-CAMPUS	1030	PINON R	FT
	SPAN	204	INTER SPANISH-IV	5.0	13	4.330	.31	M W	EVENING-OFF-CAMPUS	0430	LEIVA R	PT
	SPAN	205	INTER SPANISH-V	5.0	6	2.000	.31	M W	EVENING-OFF-CAMPUS	0430	LEIVA R	PT
YAKIMA VALLEY					146	44.390	2.87					
SPOKANE	FRNCH	101	ELEM FRENCH	5.0	39	13.000	.33	MTWRF	DAY-ON-CAMPUS	0830	ZOLTAK M	FT
SPOKANE					39	13.000	.33					
SPOKANE FALLS	FRNCH	101	ELEM FRENCH	5.0	35	11.670	.34	MTWRF	DAY-ON-CAMPUS	0830	SMITH E	FT
	FRNCH	101	ELEM FRENCH	5.0	36	12.000	.33	MTWRF	DAY-ON-CAMPUS	1130	SMITH E	FT
	FRNCH	201	INTER FRENCH	5.0	12	4.000	.33	MTWRF	DAY-ON-CAMPUS	0930	SMITH E	FT
	FRNCH	291	INDEP STUDY	3.0	1	.200	.01	ARR	DAY-ON-CAMPUS		SMITH E	V
	GERMN	101	ELEM GERMAN	5.0	34	11.330	.30	MTWRF	DAY-ON-CAMPUS	0830	HEISS LJ	FT
	GERMN	101	ELEM GERMAN	5.0	32	10.670	.29	MTWRF	DAY-ON-CAMPUS	1030	HEISS LJ	FT
	GERMN	150	GERMN-FILM	2.0	15	2.000	.08	T R	DAY-ON-CAMPUS	0730	HEISS LJ	FT
	GERMN	201	INTER GERMAN	5.0	10	3.330	.29	MTWRF	DAY-ON-CAMPUS	0930	HEISS LJ	FT
	GERMN	250	GERMN-FILM	2.0	7	.930	.04	M W	DAY-ON-CAMPUS	0730	HEISS LJ	FT
	GERMN	291	INDEP STUDY	3.0	1	.200	.01	ARR	DAY-ON-CAMPUS		HEISS LJ	V
	SPAN	101	ELEM SPANISH	5.0	35	11.670	.34	MTWRF	DAY-ON-CAMPUS	0930	CARPER M	FT
	SPAN	101	ELEM SPANISH	5.0	33	11.000	.33	MTWRF	DAY-ON-CAMPUS	1230	CARPER M	FT
	SPAN	101	ELEM SPANISH	5.0	22	7.330	.35	M W	EVENING-ON-CAMPUS	0700	OZUNA D	PT
	SPAN	201	INTER SPANSH	5.0	20	6.670	.33	MTWRF	DAY-ON-CAMPUS	0830	CARPER M	FT
	SPAN	291	INDEP STUDY	3.0	1	.200	.01	ARR	DAY-ON-CAMPUS		CARPER M	V
	SRCOM	010	FOREIGN LANG	2.0	26	3.470	.14	M	DAY-OFF-CAMPUS	1000	BOHNET I	PT
	SRCOM	010	FOREIGN LANG	2.0	39	5.200	.14	M	DAY-OFF-CAMPUS	0100	HOLMAN N	PT
SPOKANE FALLS					359	101.870	3.66					
BIG BEND	FRE	101	ELEM FRENCH	5.0	6	2.000	.34	MTWR	DAY-ON-CAMPUS	0915	TSCHUY	FT
	GER	101	ELEM GERMAN	5.0	7	2.330	.33	MTWR	DAY-ON-CAMPUS	1145	TSCHUY	FT
	SPA	050	ORAL SPANISH	4.0	19	5.070	.27	M W	EVENING-ON-CAMPUS	0700	HERNANDEZ	PT
	SPA	050	ORAL SPANISH	4.0	12	3.200	.27	M W	EVENING-OFF-CAMPUS	0700	RODRIGUEZ	PT
	SPA	050	ORAL SPANISH	2.0	11	1.470	.14	T R	EVENING-OFF-CAMPUS	0700	PERDOMA	PT

FOREIGN LANG.

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
BIG BEND	SPA	101	ELEMENTARY SPANISH	5.0	14	4.670	.33	MTWR	DAY-ON-CAMPUS	0800	TSCHUY	FT
BIG BEND					69	18.740	1.68					
COLUMBIA BASIN	FR	101	FRENCH 1ST QTR	5.0	33	11.000	.32	MTWRF	DAY-ON-CAMPUS	1200	WALL, A	PT
	FR	220	FRENCH INTERMED	5.0	2	.670	.02	MTWRF	DAY-ON-CAMPUS	1200	WALL, A	PT
	GER	101	GERMAN 1ST QTR	5.0	23	7.670	.30	MTWRF	DAY-ON-CAMPUS	1000	FINKBEINER	PT
	GER	220	GERMAN INTERMED	5.0	3	1.000	.04	MTWRF	DAY-ON-CAMPUS	1000	FINKBEINER	PT
	SNR	009	CONV SPANISH I	3.0	17	3.400	.20	M W	DAY-OFF-CAMPUS	0930	SPACE, G	PT
	SPA	101	SPANISH 1ST QTR	5.0	32	10.670	.34	MTWRF	DAY-ON-CAMPUS	0900	DEVINE, J	PT
	SPA	101	SPANISH 1ST QTR	5.0	32	10.670	.34	MTWRF	DAY-ON-CAMPUS	1200	SPACE, G	PT
	SPA	101	SPANISH 1ST QTR	5.0	24	8.000	.54	M W	EVENING-ON-CAMPUS	0730	GIMENEZ, J	PT
COLUMBIA BASIN					166	53.080	1.90					
WALLA WALLA	FREN	101	BEGINNING FRENCH	5.0	35	11.670	.25	MTWRF	DAY-ON-CAMPUS	0830	BURGESS,E.	FT
	GER	101	BEGINNING GERMAN	5.0	13	4.330	.25	MTWRF	DAY-ON-CAMPUS	1030	BURGESS,E.	FT
	SPAN	047	CONV SPANISH	3.0	6	1.200	.17	R	DAY-OFF-CAMPUS	0100	HENDERSON,S.	PT
	SPAN	047	BEG CONV SPANISH	3.0	9	1.800	.17	T	EVENING-ON-CAMPUS	0700	HENDERSON,S.	PT
	SPAN	101	BEGINNING SPANISH I	5.0	35	11.670	.20	TWR	DAY-ON-CAMPUS	0930	MARTINEZ,C.	FT
	SPAN	101	BEG SPANISH I	5.0	2	.670	.05	ARR	DAY-ON-CAMPUS	ARR	MARTINEZ,C.	FT
	SPAN	101	SPANISH	5.0	30	10.000	.38	MTWRF	DAY-OFF-CAMPUS	0300	MARKS,C.	FT
	SPAN	101	SPANISH	5.0	17	5.670	.38	MTWR	EVENING-OFF-CAMPUS	0700	MARKS,C.	FT
	SPAN	201	INTERMEDIATE SPANISH I	5.0	8	2.670	.20	TWR	DAY-ON-CAMPUS	1030	MARTINEZ,C.	FT
	SPAN	299	SPECIAL PROBS SPANISH	5.0	1	.330	.05	ARR	DAY-ON-CAMPUS	ARR	MARTINEZ,C.	FT
WALLA WALLA					156	50.010	2.10					
WHATCOM	FOLAN	199	POLISH II	5.0	1	.330	.02	ARR	EVENING-OFF-CAMPUS		MANCUSO,S	FT
	FREN	101	FRENCH I	5.0	1	.330	.02	ARR	EVENING-OFF-CAMPUS		MANCUSO,S	FT
	FREN	101	FRENCH I	5.0	15	5.000	.33	MTWR	DAY-OFF-CAMPUS	0910	GRANNIS,A	PT
	FREN	103	FRENCH III	5.0	1	.330	.02	ARR	EVENING-OFF-CAMPUS		MANCUSO,S	FT
	SPAN	101	SPANISH I	5.0	1	.330	.01	ARR	EVENING-OFF-CAMPUS		MANCUSO,S	FT
	SPAN	101	SPANISH,I	5.0	29	9.670	.33	M W	EVENING-OFF-CAMPUS	0700	GRANNIS,A	PT
	SPAN	102	SPANISH II.	5.0	1	.330	.01	ARR	EVENING-OFF-CAMPUS		MANCUSO,S	FT
WHATCOM					49	16.320	.74					
TACOMA	FREN	101	ELEMENTARY FRENCH	5.0	26	8.670	.30	MTWRF	DAY-ON-CAMPUS	0830	FUNKE M	PT
	FREN	102	ELEMENTARY FRENCH	5.0	4	1.330	.05	MTWRF	DAY-ON-CAMPUS	0830	FUNKE M	PT
	GERM	101	ELEM GERMAN	5.0	29	9.670	.32	MTWRF	DAY-ON-CAMPUS	1030	FUNKE M	PT
	GERM	102	ELEM GERMAN	5.0	3	1.000	.03	MTWRF	DAY-ON-CAMPUS	1030	FUNKE M	PT
	SPAN	101	ELEMENTARY SPANISH	5.0	29	9.670	.13	MTWRF	DAY-ON-CAMPUS	1130	FAYE M	FT
	SPAN	101	ELEMENTARY SPANISH	5.0	22	7.330	.13	M W	DAY-ON-CAMPUS	0700	FAYE M	FT
	SPAN	102	ELEMENTARY SPANISH	5.0	9	3.000	.04	MTWRF	DAY-ON-CAMPUS	1130	FAYE M	FT

FOREIGN LANG.

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
TACOMA	SPAN	102	ELEMENTARY SPANISH	5.0	6	2.000	.04	M W	DAY-ON-CAMPUS	0700	FAYE M	FT
	SPAN	103	ELEMENTARY SPANISH	5.0	8	2.670	.08	ARR	DAY-ON-CAMPUS		FAYE M	FT
	SPAN	150	CONVERSATIONAL SPANISH	3.0	7	1.400	.10	MWF	DAY-ON-CAMPUS	1030	FAYE M	FT
	SPAN	201	INTERMEDIATE SPANISH	5.0	8	2.670	.09	ARR	DAY-ON-CAMPUS		FAYE M	FT
	SPAN	299	SPANISH SEMINARS	3.0	1	.200	.10	ARR	DAY-ON-CAMPUS		FAYE M	FT
TACOMA					152	49.610	1.41					
EDMONDS	FRNCH	101	ELEMENTARY FRENCH	5.0	26	8.670	.34	MTWR	DAY-ON-CAMPUS	1200	GARCIA A	FT
	GERM	101	ELEMENTARY GERMAN	5.0	28	9.330	.34	MTWRF	DAY-ON-CAMPUS	1000	ROMERO F	PT
	SPAN	101	ELEMENTARY SPANISH	5.0	31	10.330	.34	MTWRF	DAY-ON-CAMPUS	0900	ROMERO F	PT
	SPAN	101	ELEMENTARY SPANISH	5.0	23	7.670	.33	MTWRF	DAY-ON-CAMPUS	1000	GARCIA A	FT
	SPAN	101	ELEMENTARY SPANISH	5.0	29	9.670	.33	MTWRF	DAY-ON-CAMPUS	1100	GARCIA A	FT
	SPAN	101	ELEMENTARY SPANISH	5.0	28	9.330	.34	T R	EVENING-ON-CAMPUS	0545	RUIZ G	PT
EDMONDS					165	55.000	2.02					
					4,389	1,373.300	55.54					

HISTORY

COLLEGE NAME	DIV. DEPT.	COUR NUM.	COURSE TITLE	CRED EQUV.	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
PENINSULA	HIST	110	WESTERN CIVIL I	5.0	7	2.330	.33	MTWRF	DAY-ON-CAMPUS	0800	FISCH	FT
	HIST	210	LATIN AMERICA	5.0	20	6.670	.34	MTWRF	DAY-ON-CAMPUS	0900	MOORE	FT
	HIST	260	U.S. TO 1840	5.0	14	4.670	.33	MTWRF	DAY-ON-CAMPUS	1000	FISCH	FT
	S C	015	NORTHWEST HIST	2.0	18	2.400	.14	T	EVENING-OFF-CAMPUS	1000	BROWN	PT
PENINSULA					59	16.070	1.14					
GRAYS HARBOR	HIST	101	WESTERN CIVILIZATION	5.0	11	3.670	.34	MTWRF	DAY-ON-CAMPUS	0800	CREW J	FT
	HIST	101	WESTERN CIVILIZATION	5.0	23	7.670	.33	MTWRF	DAY-ON-CAMPUS	1100	CREW J	FT
	HIST	241	UNITED STATES HISTORY	5.0	41	13.670	.34	MTWRF	DAY-ON-CAMPUS	1000	PEDERSEN L	FT
	HIST	241	UNITED STATES HISTORY	5.0	12	4.000	.33	MTWRF	DAY-ON-CAMPUS	1200	PEDERSEN L	FT
	HIST	264	PACIFIC NW HISTORY	5.0	25	8.330	.33	MTWRF	DAY-ON-CAMPUS	0800	PEDERSEN L	FT
	HIST	264	PACIFIC NW HISTORY	5.0	32	10.670	.35	MTWRF	DAY-ON-CAMPUS	1000	BASICH R	FT
	HIST	291	SPECIAL PROBLEMS	1.0	1	.070	.01	ARR	DAY-ON-CAMPUS	0000	PEDERSEN L	X
GRAYS HARBOR					145	48.080	2.03					
OLYMPIC	HIST	080	WASH STATE	3.0	5	1.000	.02	ARR	DAY-OFF-CAMPUS	ARR	HAMA C HOU S	PT
	HIST	080	WASH STATE	3.0		.000	.03	ARR	DAY-OFF-CAMPUS	ARR	HOUCK S	PT
	HIST	081	US HIST 1	3.0	3	.600	.02	ARR	DAY-OFF-CAMPUS	ARR	HAMA C HOU S	PT
	HIST	081	US HIST 1	3.0		.000	.03	ARR	DAY-OFF-CAMPUS	ARR	HOUCK S	PT
	HIST	082	US HIST 2	3.0	2	.400	.01	ARR	DAY-OFF-CAMPUS	ARR	HAMA C HOU S	PT
	HIST	082	US HIST 2	3.0		.000	.01	ARR	DAY-OFF-CAMPUS	ARR	HOUCK S	PT
	HIST	101	WEST CIVILZ	5.0	49	16.330	.25	MTWRF	DAY-ON-CAMPUS	0900	SCHAEFFER P	FT
	HIST	102	WEST CIVILZ	5.0	39	13.000	.24	MTWRF	DAY-ON-CAMPUS	1100	SCHAEFFER P	FT
	HIST	104	US TO 1865	5.0	47	15.670	.24	MTWRF	DAY-ON-CAMPUS	0100	SCHAEFFER P	FT
OLYMPIC					145	47.000	.85					
SKAGIT VALLEY	HIST	101	WORLD CIVILIZATN I	5.0	28	9.330	.34	MTWRF	DAY-ON-CAMPUS	0800	MCLATCHY P	FT
	HIST	101	WORLD CIVILIZATN I	5.0	36	12.000	.30	MTWRF	DAY-ON-CAMPUS	0900	FORBES W	PT
	HIST	101	WORLD CIVILIZATN I	5.0	34	11.330	.33	MTWRF	DAY-ON-CAMPUS	1200	MCLATCHY P	FT
	HIST	101	WORLD CIVILIZATN I	5.0	21	7.000	.28	M W	DAY-OFF-CAMPUS	0900	FOLSOM R	FT
	HIST	125	HISTORY OF TECHNOLOGY	3.0	3	.600	.05	MTR	DAY-ON-CAMPUS	1100	MILNE J	PT
	HIST	201	AMERICAN HISTORY I	5.0	40	13.330	.33	MTWRF	DAY-ON-CAMPUS	1000	MCLATCHY P	FT
	HIST	201	AMERICAN HISTORY I	5.0	15	5.000	.28	M W	DAY-OFF-CAMPUS	0200	FOLSOM R	FT
	HIST	240	HISTORY OF WORLD WAR II	5.0	16	5.330	.28	T R	EVENING-OFF-CAMPUS	0700	FOLSOM R	FT
SKAGIT VALLEY					193	63.920	2.19					
EVERETT	HIST	033	PRE COLLEGE AMER HISTORY	5.0		.000	.03	MTWR	EVENING-ON-CAMPUS	0600	MORGAN J	PT
	HIST	033	PRE COLLEGE AMER HISTORY	5.0	12	4.000	.10	MTWRF	DAY-ON-CAMPUS	0900	WHITE K	FT
	HIST	033	PRE COLLEGE AMER HISTORY	5.0	6	2.000	.10	MTWR	EVENING-ON-CAMPUS	0600	WHITE K	FT
	HIST	075	GT MEN & WOMN IN AM HIST	2.5	12	2.000	.14	M W	DAY-OFF-CAMPUS	0130	GASKIN T	FT
	HIST	100	HIST WE CIVIL/ANCI-MEDIE	5.0	38	12.670	.34	MTWRF	DAY-ON-CAMPUS	0900	DAY R	FT

HISTORY

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
EVERETT	HIST	100	HIST WE CIVIL/ANCI-MEDIE	5.0	27	9.000	.33	MTWRF	DAY-ON-CAMPUS	1200	DAY R	FT
	HIST	100	HIST WE CIVIL/ANCI-MEDIE	5.0	11	3.670	.34	MTWRF	DAY-ON-CAMPUS	0100	ERICKSON D	FT
	HIST	101	HIST WE CIVIL/MOD EUROPE	5.0	28	9.330	.33	MTWRF	DAY-ON-CAMPUS	1000	DAY R	FT
	HIST	102	HIST WE CIVIL/MOD WORLD	5.0	21	7.000	.33	MTWRF	DAY-ON-CAMPUS	1100	ERICKSON D	FT
	HIST	102	HIST WE CIVIL/MOD WORLD	5.0	16	5.330	.33	T R	EVENING-ON-CAMPUS	0700	ERICKSON D	FT
	HIST	151	AMER CIVL 1/BEG TO JEFFR	5.0	18	6.000	.34	MTWRF	DAY-ON-CAMPUS	0100	MCCOURT D	FT
	HIST	151	AMER CIVL 1/BEG TO JEFFR	5.0	12	4.000	.33	M W	EVENING-ON-CAMPUS	0700	GASKIN T	FT
	HIST	152	AMER CIVL 11/JEFR TO BRY	5.0	35	11.670	.33	MTWRF	DAY-ON-CAMPUS	0900	MCCOURT D	FT
	HIST	175	GT MEN & WOMN IN AM HIST	2.5	14	2.330	.15	S	DAY-ON-CAMPUS	0900	GASKIN T	FT
	HIST	202	EUROPE THE 20TH CENTURY	5.0	13	4.330	.33	MTWRF	DAY-ON-CAMPUS	1100	MCCOURT D	FT
	HIST	232	HISTORY OF WA & PAC NW	5.0	15	5.000	.32	MTWR	EVENING-ON-CAMPUS	0600	CLARK N	ML
EVERETT					278	88.330	4.17					
SEATTLE CENT	HIS	101	HISTORY OF CIVILIZATION	5.0	35	11.670	.33	MTWRF	DAY-ON-CAMPUS	1000	PEEK G	FT
	HIS	101	HISTORY OF CIVILIZATION	5.0	34	11.330	.33	MTWRF	DAY-ON-CAMPUS	1100	PEEK G	FT
	HIS	105	INTRD TO AMER CIVIL	5.0	15	5.000	.34	MTWRF	DAY-ON-CAMPUS	1200	ROBERTS	FT
	HIS	106	SRVY OF AMER. HISTORY	5.0	17	5.670	.33	MTWRF	DAY-ON-CAMPUS	1000	ROBERTS	FT
	HIS	111	U.S. HISTORY TO 1877	5.0	35	11.670	.33	MTWRF	DAY-ON-CAMPUS	0900	ROBERTS	FT
	HIS	121	A HIST OF SEATTLE	3.0	21	4.200	.20	MWF	DAY-ON-CAMPUS	1200	PETERSON,D	FT
	HIS	122	SEATTLE HIST/FIELD TRIPS	1.8	12	1.440	.13	S	DAY-ON-CAMPUS	1045	PETERSON,D	FT
	HIS	221	INTRD TO JAPANESE CIVIL	5.0	29	9.670	.33	MTWRF	DAY-ON-CAMPUS	1100	YOPITA B	FT
	HIS	264	GROWTH OF PAC. N.W.	5.0	24	8.000	.33	MTWR	DAY-ON-CAMPUS	1000	PETERSON	FT
SEATTLE CENT					222	68.650	2.65					
SEATTLE NORTH	HIS	108	THE WORLD IN EVOLUTION T	5.0	63	21.000	.33	MTWR	DAY-ON-CAMPUS	1100	SPRAGUE B	V
	HIS	108	MAN & HIS WORLD:EVOLUTID	5.0		.000	.33	MTWR	DAY-ON-CAMPUS	1100	HAERTEL H	FT
	HIS	111	U.S. HISTORY TO 1877	5.0	32	10.670	.34	MTWRF	DAY-ON-CAMPUS	1000	HOOD	PT
	HIS	112	U.S. HISTORY SINCE 1865	5.0	31	10.330	.34	MTWRF	DAY-ON-CAMPUS	1200	CLOUGH N	FT
	HIS	180	EUROPE IN TURMOIL	5.0	29	9.670	.34	MTWRF	DAY-ON-CAMPUS	0900	BONE C	PT
SEATTLE NORTH					155	51.670	1.68					
SEATTLE SOUTH	HIS	113	COLONIAL AMERICA	5.0	28	9.330	.33	MWF	DAY-ON-CAMPUS	0830	THOMPSON	FT
	HIS	114	CIVIL WAR ERA	5.0	31	10.330	.33	MTWRF	DAY-ON-CAMPUS	1100	THOMPSON	FT
	HIS	211	HIST OF THE MIDDLE EAST	5.0	30	10.000	.34	MTWRF	DAY-ON-CAMPUS	1000	OTHMAN	FT
SEATTLE SOUTH					89	29.660	1.00					
SHORELINE	H-FE	21	FAR EAST IN MODERN WORLD	5.0	20	6.670	.33	MTWRF	DAY-ON-CAMPUS	1130	SHIN, P	FT
	HIST	11	CIVILIZATION AND CULTURE	5.0		.000	.34	MTWRF	DAY-ON-CAMPUS	0930	PETERS, D	FT
	HIST	110	CIVILIZATION AND CULTURE	5.0		.000	.34	MTWRF	DAY-ON-CAMPUS	1030	SHIN, P	FT
	HIST	110	CIVILIZATION AND CULTURE	5.0	76	25.330	.33	MTWRF	DAY-ON-CAMPUS	0930	SHIN, P	FT
	HIST	110	CIVILIZATION AND CULTURE	5.0	78	26.000	.33	MTWRF	DAY-ON-CAMPUS	1030	PETERS, D	FT

HISTORY

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SHORELINE	HIST	201	ANCIENT HISTORY	5.0	42	14.000	.34	MTWRF	DAY-ON-CAMPUS	0930	WAUGH, W	FT
	HIST	201	ANCIENT HISTORY	5.0	37	12.330	.33	T R	EVENING-ON-CAMPUS	0710	WAUGH, W	ML
	HIST	221	WW II EUROPEAN THEATER	3.0	19	3.800	.16	T R	DAY-ON-CAMPUS	0800	THOMSON, H	FT
	HIST	241	HISTORY OF US TO 1877	5.0	38	12.670	.34	MTWRF	DAY-ON-CAMPUS	0830	LINFORD, L	FT
	HIST	242	HISTORY OF US TO 1877	5.0	37	12.330	.33	MTWRF	DAY-ON-CAMPUS	1130	LINFORD, L	FT
	HIST	262	PAC NW THE EARLY YEARS	3.0	18	3.600	.17	M W	DAY-ON-CAMPUS	0800	THOMSON, H	FT
	HIST	285	ISSUES IN HISTORY	5.0	18	6.000	.34	MTWRF	DAY-ON-CAMPUS	1030	KEITH, L	FT
	HIST	298	SPECIAL PROJECT	2.0	3	.400	.03	ARR	DAY-ON-CAMPUS		WAUGH, W	V
SHORELINE					386	123.130	3.71					
BELLEVUE	HIST	101	HIST OF CIVILIZATION	5.0	30	10.000	.34	MTWRF	DAY-ON-CAMPUS	0730	PERRY T	PT
	HIST	101	HIST OF CIVILIZATION	5.0	48	16.000	.34	MTWRF	DAY-ON-CAMPUS	0830	MCPARTLAND T	PT
	HIST	101	HIST OF CIVILIZATION	5.0	47	15.670	.34	MTWRF	DAY-ON-CAMPUS	1030	MCPARTLAND T	PT
	HIST	201	US HIST DISCOV TO INDEPE	5.0	38	12.670	.34	MTWRF	DAY-ON-CAMPUS	1130	FRIEDEL F	FT
	HIST	223	TWEN CENT RUSSIA	5.0	28	9.330	.33	MTWRF	DAY-ON-CAMPUS	0930	FRIEDEL F	FT
	HIST	264	WASH AND PAC NW	5.0	40	13.330	.33	MTWRF	DAY-ON-CAMPUS	1230	FRIEDEL F	FT
	INTST	200	STATES & CAPITALISM	5.0	39	13.000	.34	MTWRF	DAY-ON-CAMPUS	0930	HAMERNYIK S	FT
BELLEVUE					270	90.000	2.36					
HIGHLINE	HIST	111	WEST CIVILIZ:TO 9TH CENT	5.0	33	11.000	.21	MTWRF	DAY-ON-CAMPUS	1200	GRIBBLE K	FT
	HIST	111	HONORS WEST CIVILIZ:TO 9	5.0	1	.330	.22	MTWRF	DAY-ON-CAMPUS	1200	GRIBBLE K	FT
	HIST	111	WEST CIVILIZ:TO 9TH CENT	5.0	28	9.330	.22	M W	EVENING-ON-CAMPUS	0430	GRIBBLE K	FT
	HIST	112	WEST CIV:10TH CENT-1789	5.0	20	6.670	.22	MTWRF	DAY-ON-CAMPUS	1100	GRIBBLE K	FT
	HIST	113	WEST CIV:1789 TO PRESENT	5.0	38	12.670	.34	MTWRF	DAY-ON-CAMPUS	1000	PEEK R	FT
	HIST	120	U S HIST IN ONE QUARTER	.0		.000	.00	MTWRF	DAY-ON-CAMPUS	1100	BUCHAN R	FT
	HIST	120	U S HIST IN ONE QUARTER	5.0	77	25.670	.34	MTWRF	DAY-ON-CAMPUS	1100	LANORUD R	FT
	HIST	121	U S HISTORY:TO 1815	5.0	29	9.670	.33	MTWRF	DAY-ON-CAMPUS	0900	LANORUD R	FT
	HIST	121	U S HISTORY:TO 1815	5.0	27	9.000	.33	T R	DAY-ON-CAMPUS	0700	LANORUD R	FT
	HIST	122	US HISTORY:1815-1896	5.0	17	5.670	.33	T R	EVENING-ON-CAMPUS	0430	PEEK R	FT
	HIST	125	WESTWARD MOVEMENT	3.0	15	3.000	.53	MWF	DAY-ON-CAMPUS	0800	BUCHAN R	FT
	HIST	165	MEET MODERN CHINA/JAPAN	3.0	6	1.200	.19	T	EVENING-ON-CAMPUS	0700	PIERCE J	FT
	HIST	210	THE PACIFIC NORTHWEST	5.0	66	22.000	.47	MTWRF	DAY-ON-CAMPUS	1000	BUCHAN R	FT
	HIST	251	CHINA	5.0	21	7.000	.31	MTWRF	DAY-ON-CAMPUS	1100	PIERCE J	FT
	HIST	280	FAMILY HIST & GENEALOGY	3.0	30	6.000	.13	M	EVENING-ON-CAMPUS	0700	GRIBBLE K	FT
	HIST	295	INDEPENDENT STUDY	5.0	1	.330	.01	ARR	DAY-ON-CAMPUS	ARR	BUCHAN R	V
HIGHLINE					409	129.540	4.18					
GREEN RIVER	HIST	021	U S HISTORY & GOVERNMENT	3.0	15	3.000	.19	T	EVENING-ON-CAMPUS	0700	CRANE R	PT
	HIST	024	WASH STATE HISTORY &GOVT	3.0	19	3.800	.16	ARR	DAY-OFF-CAMPUS	ARR	BICKEL B	FT
	HIST	150	THE 50'S AND 60'S	5.0	36	12.000	.34	MTWRF	DAY-ON-CAMPUS	1100	ADAMS N	FT
	HIST	150	THE 50'S AND 60'S	5.0	39	13.000	.33	MTWRF	DAY-ON-CAMPUS	0100	ADAMS N	FT
	HIST	200	THE PACIFIC NORTHWEST	5.0	39	13.000	.25	MTWRF	DAY-ON-CAMPUS	1000	HANSCOM J	FT

HISTORY

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
GREEN RIVER	HIST	200	THE PACIFIC NORTHWEST	5.0	28	9.330	.33	M W	EVENING-ON-CAMPUS	0700	ADAMS N	FT
	HIST	221	UNITED STATES TO 1861	5.0	33	11.000	.25	MTWRF	DAY-ON-CAMPUS	1100	HANSCOM J	FT
	HIST	299	INDEPENDENT STUDY - HIST	5.0	1	.330	.25	ARR	DAY-OFF-CAMPUS	ARR	HANSCOM J	FT
	S SCI	101	THE ANCIENT WORLD	5.0	35	11.670	.25	MTWRF	DAY-ON-CAMPUS	0800	HANSCOM J	FT
	S SCI	101	THE ANCIENT WORLD	5.0	35	11.670	.10	MTWRF	DAY-ON-CAMPUS	0900	WOODS J	FT
	S SCI	115	IMAGES OF WESTERN MAN	5.0	35	11.670	.10	MTWRF	DAY-ON-CAMPUS	1100	WOODS J	FT
GREEN RIVER					315	100.470	2.55					
FT STEILACOOM	HIST	101	HIST CIV	5.0	33	11.000	.34	MTWRF	DAY-ON-CAMPUS	1000	MOGG	FT
	HIST	101	HIST CIV	5.0	36	12.000	.32	MTWRF	DAY-ON-CAMPUS	1100	WEIS	ML
	HIST	101	HIST CIV I	5.0	5	1.670	.08	ARR	DAY-OFF-CAMPUS	ARR	MOGG	ML
	HIST	113	HIST CIV III	3.0	1	.200	.06	ARR	DAY-OFF-CAMPUS	ARR	COBB	FT
	HIST	170	US MILITARY	5.0	14	4.670	.32	T R	EVENING-OFF-CAMPUS	0530	SMITH L	PT
	HIST	175	US VIOLENCE	4.0	2	.530	.07	ARR	DAY-OFF-CAMPUS	ARR	COBB	FT
	HIST	241	US HIST I	5.0	33	11.000	.33	MTWRF	DAY-ON-CAMPUS	0900	MOGG	FT
	HIST	241	US HIST I	5.0	31	10.330	.33	M W	EVENING-ON-CAMPUS	0530	MOGG	FT
	HIST	241	US HISTORY	5.0	10	3.330	.20	ARR	DAY-OFF-CAMPUS	ARR	BALL M	ML
	HIST	241	US HISTORY	5.0	10	3.330	.17	ARR	DAY-OFF-CAMPUS	ARR	MOGG	ML
	HIST	241	US HISTORY	5.0	5	1.670	.27	ARR	EVENING-OFF-CAMPUS	ARR	SCHARPENBERG	PT
	HIST	241	US HISTORY	5.0	3	1.000	.13	ARR	EVENING-OFF-CAMPUS	ARR	SCHARPENBERG	PT
	HIST	242	US HISTORY	5.0	4	1.330	.08	ARR	DAY-OFF-CAMPUS	ARR	BALL M	ML
	HIST	242	US HISTORY	5.0	1	.330	.02	ARR	DAY-OFF-CAMPUS	ARR	MOGG	ML
	HIST	242	US HIST II	5.0	1	.330	.05	ARR	EVENING-OFF-CAMPUS	ARR	SCHARPENBERG	PT
	HIST	243	US HISTORY	5.0	2	.670	.04	ARR	DAY-OFF-CAMPUS	ARR	BALL M	ML
	HIST	243	US HISTORY	5.0	2	.670	.03	ARR	DAY-OFF-CAMPUS	ARR	MOGG	ML
	HIST	243	US HIST III	5.0	1	.330	.05	ARR	EVENING-OFF-CAMPUS	ARR	SCHARPENBERG	PT
	HIST	243	US HIST III	5.0	2	.670	.09	ARR	EVENING-OFF-CAMPUS	ARR	SCHARPENBERG	PT
	HIST	272	MID EAST HIST	5.0	14	4.670	.32	M W	EVENING-OFF-CAMPUS	0530	SMITH L	PT
	HIST	274	AMERICAN REV	5.0	1	.330	.05	ARR	EVENING-OFF-CAMPUS	ARR	SCHARPENBERG	PT
	HIST	275	VIOLNCE/AMER	2.0	106	14.130	.12	MTWRF	DAY-ON-CAMPUS	1200	COBB	FT
	HIST	275	HONORS	2.0	106	14.130	.17	MTWRF	DAY-ON-CAMPUS	1200	HEABERLIN	FT
	HIST	280	MODRN CHINA	5.0	27	9.000	.32	T R	EVENING-ON-CAMPUS	0530	LAI	ML
	HUMAN	101	WESTRN CULTR	5.0	31	10.330	.34	MTWRF	DAY-ON-CAMPUS	0800	HULET	FT
	HUMAN	101	WESTRN CULTR	5.0	35	11.670	.33	MTWRF	DAY-ON-CAMPUS	0100	HULET	FT
	HUMAN	101	WESTRN CULTR	5.0	28	9.330	.32	M W	EVENING-ON-CAMPUS	0750	SAXBY D	PT
	HUMAN	101	WESTRN CULTR	5.0	10	3.330	.32	M W	EVENING-OFF-CAMPUS	0745	RAYNOR U	PT
	HUMAN	101	WESTRN CULTR	5.0	3	1.000	.12	ARR	EVENING-OFF-CAMPUS	0530	HULET	ML
	HUMAN	[illegible]	WESTRN CULTR	5.0	28	9.330	.32	T R	EVENING-OFF-CAMPUS	0530	ADDANTE F	PT
	HUMAN	[illegible]	WESTRN CULTR	5.0	5	1.670	.20	T R	EVENING-OFF-CAMPUS	0530	HULET	ML
	HUMAN	103	WESTRN CULTR	5.0	25	8.330	.32	M W	EVENING-OFF-CAMPUS	0530	STOLL I	PT
FT STEILACOOM					615	162.310	6.23					
CENTRALIA	HIST	103	WESTERN CIV.	5.0	21	7.000	.34	MTWRF	DAY-ON-CAMPUS	0800	BUTKUS	FT

HISTORY

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
CENTRALIA	HIST	103	WESTERN CIV	5.0	40	13.330	.33	MTWRF	DAY-ON-CAMPUS	0900	BUTKUS	FT
	HIST	103	WESTERN CIV	5.0	20	6.670	.34	MTWRF	DAY-ON-CAMPUS	1200	DOOLY	FT
	HIST	105	WESTERN CIV	5.0	15	5.000	.33	MTWRF	DAY-ON-CAMPUS	1100	BUTKUS	FT
	HIST	260	U S HISTORY	5.0	42	14.000	.33	MTWRF	DAY-ON-CAMPUS	1000	DOOLY	FT
	HIST	260	U S HISTORY	5.0	17	5.670	.33	M W	EVENING-ON-CAMPUS	0500	DOOLY	FT
	HIST	261	U S HISTORY	5.0	14	4.670	.30	ARR	DAY-ON-CAMPUS	ARR	VOSPER	PT
	HIST	271	PACIFIC NW	3.0	2	.400	.04	ARR	DAY-ON-CAMPUS	ARR	VOSPER	PT
CENTRALIA					171	56.740	2.34					
GARRETT HEYNS	HIST	102	HIST OF CIV	5.0	2	.670	.01	MTWRF	DAY-OFF-CAMPUS	1240	BRIGHAM	FT
GARRETT HEYNS					2	.670	.01					
LOWER COLUMBIA	HIST	101	WESTERN CIVILIZATION	5.0	18	6.000	.34	MTWRF	DAY-ON-CAMPUS	0800	TININENKO R	FT
	HIST	101	WESTERN CIVILIZATION	5.0	32	10.670	.34	MTWRF	DAY-ON-CAMPUS	0900	VEST W	FT
	HIST	101	WESTERN CIVILIZATION	5.0	29	9.670	.34	MTWRF	DAY-ON-CAMPUS	0100	MASHINTER H	FT
	HIST	102	WESTERN CIVILIZATION	5.0	31	10.330	.33	MTWRF	DAY-ON-CAMPUS	1100	VEST W	FT
	HIST	103	WESTERN CIVILIZATION	5.0	8	2.670	.33	MTWRF	DAY-ON-CAMPUS	1200	TININENKO R	FT
	HIST	235	NAZI EXPERIENCE	5.0	16	5.330	.33	MTWRF	DAY-ON-CAMPUS	1100	MASHINTER H	FT
	HIST	251	US HISTORY	5.0	17	5.670	.33	MTWRF	DAY-ON-CAMPUS	1000	TININENKO R	FT
	HIST	254	HIST OF PACIFIC NW	3.0	1	.200	.01	ARR	DAY-ON-CAMPUS		TININENKO R	V
	HIST	299	INDEPENDENT STUDY	10.0	1	.670	.01	ARR	DAY-ON-CAMPUS	ARR	TININENKO R	V
	SNST	028	CURRENT EVENTS	1.5	13	1.300	.07	F	DAY-OFF-CAMPUS	0130	MACK L	PT
	WMST	160	WOMEN MOVEMNT:1848-PRES	3.0	2	.400	.02	ARR	DAY-ON-CAMPUS	ARR	GRAY N	V
LOWER COLUMBIA					168	52.910	2.45					
CLARK	HIST	101	WORLD CIV	5.0	96	32.000	.39	MWF	DAY-ON-CAMPUS	1000	SMITH E	FT
	HIST	101	WORLD CIV	5.0	50	16.670	.38	MWF	DAY-ON-CAMPUS	0100	SMITH E	FT
	HIST	101	WRLD CIV CONF	.0	23	.000	.00	T R	DAY-ON-CAMPUS	0900	SMITH EDGAR	FT
	HIST	101	WRLD CIV CONF	.0	21	.000	.00	T R	DAY-ON-CAMPUS	1000	SMITH EDGAR	FT
	HIST	101	WRLD CIV CONF	.0	30	.000	.20	T R	DAY-ON-CAMPUS	1000	ALDINGER PAU	FT
	HIST	101	WRLD CIV CONF	.0	28	.000	.00	T R	DAY-ON-CAMPUS	1100	SMITH EDGAR	FT
	HIST	101	WRLD CIV CONF	.0	24	.000	.20	T R	DAY-ON-CAMPUS	0100	ALDINGER PAU	FT
	HIST	101	WORLD CIV CONF	.0	20	.000	.20	T R	DAY-ON-CAMPUS	1100	ALDINGER P	FT
	HIST	131	AMER CIV	3.0	35	7.000	.23	M W	DAY-ON-CAMPUS	0900	SMITH EDGAR	FT
	HIST	131	AM CIV CONF	.0	16	.000	.00	F	DAY-ON-CAMPUS	0800	SMITH EDGAR	FT
	HIST	131	AM CIV CONF	.0	19	.000	.00	F	DAY-ON-CAMPUS	0900	SMITH EDGAR	FT
	HIST	131	AMER CIV	3.0	28	5.600	.21	R	EVENING-ON-CAMPUS	0700	SMITH EDGAR	ML
	HIST	217	JAPANESE HIST	3.0	17	3.400	.24	T R	DAY-ON-CAMPUS	1200	KANO PHILLIP	FT
CLARK					407	64.670	2.05					
WENATCHEE VAL	HIST	101	ANCIENT HIST	5.0	43	14.330	.28	MTWRF	DAY-ON-CAMPUS	1100	SOLLARS J	FT

HISTORY

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
WENATCHEE VAL	HIST	162	PACIFIC NW	3.0	30	6.000	.18	M	EVENING-ON-CAMPUS	0700	SOLLARS J	FT
	HIST	163	PACFC NW RCH	2.0	9	1.200	.12	MWF	DAY-ON-CAMPUS	0300	SOLLARS J	FT
	HIST	204	US HISTORY I	5.0	41	13.670	.33	MTWRF	DAY-ON-CAMPUS	0900	CANNON J	FT
WENATCHEE VAL					123	35.200	.91					
YAKIMA VALLEY	HIST	101	ANCIENT/MEDIEVAL CIV	5.0	23	7.670	.34	MTWRF	DAY-ON-CAMPUS	0730	NEWBILL J	FT
	HIST	101	ANCIENT/MEDIEVAL CIV	5.0	30	10.000	.33	MTWRF	DAY-ON-CAMPUS	0930	NEWBILL J	FT
	HIST	102	RENAISSANCE TO NAPOLEON	5.0	28	9.330	.36	MTWRF	DAY-ON-CAMPUS	0830	HOWARD	FT
	HIST	103	NAPOLEON TO PRESENT	5.0	33	11.000	.36	MTWRF	DAY-ON-CAMPUS	1030	HOWARD	FT
	HIST	104	US THROUGH CIVIL WAR	5.0	35	11.670	.34	MTWRF	DAY-ON-CAMPUS	0930	SCOFIELD	FT
	HIST	104	US THROUGH CIVIL WAR	5.0	23	7.670	.33	MTWRF	DAY-ON-CAMPUS	1130	NEWBILL J	FT
	HIST	105	US SINCE CIVIL WAR	5.0	16	5.330	.33	MTWRF	DAY-ON-CAMPUS	1130	SCOFIELD	FT
	HIST	199	HISTORIAN TRAVELS	2.0	20	2.670	.14	W	DAY-ON-CAMPUS	0700	HOWARD	FT
	HIST	2[illegible]	WASH/PAC NW	5.0	9	3.000	.33	MTWRF	DAY-ON-CAMPUS	0110	SCOFIELD	FT
	HIST	2[illegible]	WASH/PAC NW	3.0	16	3.200	.19	W	EVENING-OFF-CAMPUS	0715	SCOFIELD W	ML
	HIST	2[illegible]	HITLER/NAZI GERMANY	2.0	30	4.000	.14	T R	DAY-ON-CAMPUS	0110	HOWARD	FT
YAKIMA VALLEY					263	75.540	3.19					
SPOKANE	HIST	101	WEST CIVILIZ	5.0	30	10.000	.34	MTWRF	DAY-ON-CAMPUS	1130	CARPENTER G	FT
	HIST	101	WEST CIVILIZ	5.0	36	12.000	.34	MTWRF	DAY-ON-CAMPUS	0130	RUSSELL W	FT
	HIST	121	AMER CIVILIZ	5.0	44	14.670	.33	MTWRF	DAY-ON-CAMPUS	1030	CARPENTER G	FT
	HIST	121	AMER CIVILIZ	5.0	15	5.000	.15	ARR	DAY-OFF-CAMPUS		MCLUEN T	V
	HIST	260	PAC NW HIST	5.0	34	11.330	.33	MTWRF	DAY-ON-CAMPUS	0830	CARPENTER G	FT
	HIST	260	WASH PAC NW	5.0	5	1.670	.05	ARR	DAY-OFF-CAMPUS		ALEXANDER R	V
SPOKANE					164	54.670	1.54					
SPOKANE FALLS	HIST	101	WEST CIVILIZ	5.0	44	14.670	.34	MTWRF	DAY-ON-CAMPUS	0730	STEIN H	FT
	HIST	101	WEST CIVILIZ	5.0	40	13.330	.33	MTWRF	DAY-ON-CAMPUS	1030	STEIN H	FT
	HIST	101	WEST CIVILIZ	5.0	42	14.000	.33	WRF	DAY-ON-CAMPUS	1125	STEIN H	FT
	HIST	101	WEST CIVILIZ	5.0	17	5.670	.35	M W	EVENING-ON-CAMPUS	0700	BALDASTY R	PT
	HIST	102	WEST CIVILIZ	5.0	41	13.670	.34	MTWRF	DAY-ON-CAMPUS	0930	LEGAULT F	FT
	HIST	121	AMER CIVILIZ	5.0	42	14.000	.34	MTWRF	DAY-ON-CAMPUS	0830	MCLUEN T	FT
	HIST	121	AMER CIVILIZ	5.0	42	14.000	.33	WRF	DAY-ON-CAMPUS	1125	LEGAULT F	FT
	HIST	121	AMER CIVILIZ	5.0	50	16.670	.33	ARR	DAY-OFF-CAMPUS		MCLUEN T	FT
	HIST	141	HIST CHINA	5.0	33	11.000	.33	MTWRF	DAY-ON-CAMPUS	1030	MCLUEN T	FT
	HIST	260	WASH PAC NW	5.0	25	8.330	.35	ARR	DAY-OFF-CAMPUS		ALEXANDER R	ML
SPOKANE FALLS					376	125.340	3.37					
BIG BEND	HIS	101	ERLY WEST CIVLIZATN 1500	5.0	37	12.330	.34	MTWR	DAY-ON-CAMPUS	0915	SEEDORF	FT
	HIS	141	UNITED STATES HISTORY	5.0	10	3.330	.34	MTWR	DAY-ON-CAMPUS	1145	TEALS	PT
	HIS	260	MODERN AMERICAN SOC HIS	3.0	10	2.000	.20	W	DAY-OFF-CAMPUS	0700	SEEDORF	PT

HISTORY

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
BIG BEND	HIS	297	LOCAL HISTORY COL BASIN	5.0	5	1.670	.33	MTWR	DAY-ON-CAMPUS	0100	SEEDORF	FT
BIG BEND					62	19.330	1.21					
COLUMBIA BASIN	HIS	101	WORLD CIVIL	5.0	44	14.670	.34	MTWRF	DAY-ON-CAMPUS	1200	FRIEDRICH, M	FT
	HIS	104	U.S. HISTORY	5.0	44	14.670	.33	MTWRF	DAY-ON-CAMPUS	1000	FRIEDRICH, M	FT
	HIS	105	U.S. HISTORY	5.0	42	14.000	.33	MTWRF	DAY-ON-CAMPUS	0800	FRIEDRICH, M	FT
COLUMBIA BASIN					130	43.340	1.00					
WALLA WALLA	HIST	101	WESTERN CIVILIZATION	5.0	38	12.670	.29	MWF	DAY-ON-CAMPUS	0830	WEBSTER,J.	FT
	HIST	101	WESTERN CIVILIZATION	5.0	8	2.670	.09	T W	EVENING-ON-CAMPUS	0700	WEBSTER,J.	ML
	HIST	101	WESTERN CIVILIZATION	5.0	12	4.000	.33	MTWRF	DAY-OFF-CAMPUS	0100	HUSSEY,L.	FT
	HIST	102	WESTERN CIVILIZATION	5.0	3	1.000	.03	T W	EVENING-ON-CAMPUS	0700	WEBSTER,J.	ML
	HIST	103	WESTERN CIVILIZATION	5.0	5	1.670	.06	T W	EVENING-ON-CAMPUS	0700	WEBSTER,J.	ML
	HIST	110	COMMUNIST REVOLUTION	3.0	7	1.400	.10	MWF	DAY-ON-CAMPUS	1030	WEBSTER,J.	FT
	HIST	115	U.S. IN WORLD AFFAIRS	5.0	4	1.330	.05	T W	EVENING-ON-CAMPUS	0700	WEBSTER,J.	ML
	HIST	160	THE DISCOVERERS	2.0	18	2.400	.12	MTWRF	DAY-ON-CAMPUS	0830	WEBSTER,J.	FT
	HIST	201	AMERICAN HISTORY	5.0		.000	.06	MTWRF	DAY-ON-CAMPUS	0930	OVENS,M.	PT
	HIST	201	AMERICAN HISTORY	5.0	33	11.000	.56	MTWRF	DAY-ON-CAMPUS	0930	CORFIELD,T.	FT
	HIST	201	AMERICAN HISTORY	5.0	8	2.670	.33	MTWRF	DAY-OFF-CAMPUS	1000	HUSSEY,L.	FT
	HSC	038	CONTEMPORARY PROBLEMS	3.0	2	.400	.02	MTWRF	DAY-ON-CAMPUS	0830	ANDERSON,CH.	FT
	HSC	038	CONTEMPORARY PROBLEMS	5.0		.000	.07	MTWRF	DAY-ON-CAMPUS	0830	KREIN,J.	FT
	HSC	039	WASHINGTON STATE HISTORY	5.0		.000	.07	MTWRF	DAY-ON-CAMPUS	0830	KREIN,J.	FT
	HSC	039	WASHINGTON STATE HISTORY	4.0	2	.530	.02	MTWRF	DAY-ON-CAMPUS	0830	ANDERSON,CH.	FT
WALLA WALLA					140	41.740	2.20					
WHATCOM	HIST	101	HIST WESTERN CIV TO 1300	5.0	40	13.330	.41	MTWR	DAY-OFF-CAMPUS	1135	ZYLSTRA,C	FT
	HIST	110	US HISTORY TO 1815	5.0	28	9.330	.31	MTWR	DAY-OFF-CAMPUS	0800	BOWER,E	FT
	HIST	111	US HISTORY 1815-1900	5.0	2	.670	.01	ARR	EVENING-OFF-CAMPUS		MANCUSO,S	FT
	HIST	111	US HISTORY 1815-1900	5.0	1	.330	.04	ARR	EVENING-OFF-CAMPUS		MANCUSO,S	FT
	HIST	112	US HIST 1900 TO PRESENT	5.0	1	.330	.01	ARR	EVENING-OFF-CAMPUS		OLAFSON,P	FT
	HIST	115	PACIFIC NW HISTORY	3.0	24	4.800	.19	T	EVENING-OFF-CAMPUS	0700	BOWER,E	FT
	HIST	150	EARLY WORLD RELIGIONS	5.0	11	3.670	.11	R	DAY-OFF-CAMPUS	0400	HAGMAN,C	FT
	HIST	189	RESOURCES FOR HISTORIANS	3.0	1	.200	.01	ARR	EVENING-OFF-CAMPUS		MANCUSO,S	FT
	HIST	189	RESOURCES FOR HISTORIANS	1.0	11	.730	.07	S	EVENING-OFF-CAMPUS	0900	GROVER,I	V
	HIST	210	THE AMERICAN WEST	3.0	11	2.200	.19	F	DAY-OFF-CAMPUS	0900	BOWER,E	FT
	HIST	225	HIST/POL MIDDLE EAST	5.0	1	.330	.03	ARR	EVENING-OFF-CAMPUS		DEIRO,J	FT
WHATCOM					131	35.920	1.38					
TACOMA	AMST	201	COLONIAL PER 17TH/18TH C	10.0	17	11.330	.50	MTWRF	DAY-ON-CAMPUS	0830	MCLAUGHLIN T	FT
	AMST	201	COLONIAL PER 17TH/18TH C	10.0		.000	.45	MTWRF	DAY-ON-CAMPUS	0830	LEWIS R	FT
	HIST	111	HIST OF CIVILIZATION	5.0	55	18.330	.33	MTWRF	DAY-ON-CAMPUS	1130	MALYON H	FT

HISTORY

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
TACOMA	HIST	111	HIST OF CIVILIZATION	5.0	1	.330	.01	ARR	DAY-ON-CAMPUS		MAGDEN R	V
	HIST	164	AMERICA: AN OVERVIEW	5.0	43	14.330	.33	ARR	DAY-ON-CAMPUS		MAGDEN R	V
	HIST	164	AMERICA: AN OVERVIEW	5.0	1	.330	.01	ARR	DAY-OFF-CAMPUS		MAGDEN R	V
	HIST	164	AMERICA: AN OVERVIEW	5.0	3	1.000	.03	ARR	DAY-OFF-CAMPUS		MAGDEN R	V
	HIST	241	US HISTORY 17TH & 18TH C	5.0	34	11.330	.25	MTWRF	DAY-ON-CAMPUS	1030	MCLAUGHLIN T	FT
	HIST	264	HIST OF WASH & PAC NW	5.0	22	7.330	.33	MTWR	DAY-ON-CAMPUS	1230	MALYON H	FT
TACOMA					176	64.310	2.24					
EDMONDS	HIST	104	WESTERN CIVILIZATION I	5.0	89	29.670	.50	MTWRF	DAY-ON-CAMPUS	0900	SOLDWEDEL E	FT
	HIST	244	U S HISTORY TO 1865	5.0	49	16.330	.34	MTWR	DAY-ON-CAMPUS	1200	DEINHART M	FT
	HIST	248	US/WORLD AFFAIRS/1945	5.0	40	13.330	.33	MTWRF	DAY-ON-CAMPUS	0800	DEINHART M	FT
EDMONDS					178	59.330	1.17					
					5,772	1,748.540	59.80					

HUM.& SOC.SCI

COLLEGE NAME	DIV. .DEPT	COUR NUM.	COURSE .TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
PENINSULA	G S	100	STUDIUM GENERALE	1.0	92	6.130	.08	R	DAY-ON-CAMPUS	1200	POLLARD	FT
PENINSULA					92	6.130	.08					
GRAYS HARBOR	HUM	104	ARTS & IDEAS	5.0	39	13.000	.33	MTWRF	DAY-ON-CAMPUS	0900	ENRICO H	FT
GRAYS HARBOR					39	13.000	.33					
OLYMPIC	HUMAN	150	BEING HUMAN	3.0	32	6.400	.15	ARR	EVENING-ON-CAMPUS	ARR	DIETZ R	FT
	HUMAN	150	BEING HUMAN	5.0	40	13.330	.26	T R	EVENING-ON-CAMPUS	0445	DIETZ R	FT
	HUMAN	217	W/AMER CULT	5.0	35	11.670	.33	MTWRF	DAY-ON-CAMPUS	0900	HECKER D	FT
OLYMPIC					107	31.400	.74					
SKAGIT VALLEY	HUM	110	FACILITIES	.0	30	.000	.00	MTWRF	DAY-ON-CAMPUS	0100	TARRO P	V
	HUM	110	ARTS IN THE HUMANITIES	5.0	30	10.000	.29	MTWRF	DAY-ON-CAMPUS	0100	TARRO P	FT
SKAGIT VALLEY					60	10.000	.29					
EVERETT	HUMN	105	HUMANITIES LECT SERIES	2.0	61	8.130	.13	MTWRF	DAY-OFF-CAMPUS	0900	HILL	V
EVERETT					61	8.130	.13					
BELLEVUE	ID	291	INDEPENDENT STUDIES	1.0	2	.130	.04	ARR	DAY-ON-CAMPUS		BENNETT J	FT
	ID	292	INDEPENDENT STUDIES	2.0	7	.930	.09	ARR	DAY-ON-CAMPUS		BENNETT J	FT
	ID	295	INDEPENDENT STUDIES	5.0	6	2.000	.21	ARR	DAY-ON-CAMPUS		BENNETT J	FT
BELLEVUE					15	3.060	.34					
HIGHLINE	HUM	141	HUMANITIES	5.0	34	11.330	.37	MTWRF	DAY-ON-CAMPUS	1000	HOFMANN E	FT
HIGHLINE					34	11.330	.37					
GREEN RIVER	HUMAN	115	IMAGES OF WESTERN MAN	5.0	30	10.000	.28	MTWRF	DAY-ON-CAMPUS	1100	GOLDBERG G	FT
GREEN RIVER					30	10.000	.28					
FT STEILACOOM	INTS	182	ECOSCIENCE I	3.0	1	.200	.03	ARR	DAY-OFF-CAMPUS	ARR	COBB	FT
	INTS	262	SOVIET SOCTY	5.0	2	.670	.32	ARR	DAY-OFF-CAMPUS	ARR	WEIS	ML
	INTS	262	SOVIET SOCTY	5.0	1	.330	.02	ARR	DAY-OFF-CAMPUS	ARR	HOGG	ML
FT STEILACOOM					4	1.200	.37					
CENTRALIA	HUM	135	BEING HUMAN	3.0	12	2.400	.20	W	EVENING-ON-CAMPUS	0700	MCELROY	ML
	HUM	135	BEING HUMAN	3.0	4	.800	.20	W	EVENING-OFF-CAMPUS	0700	PYCHA	PT

HUM.& SOC.SCI

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
CENTRALIA					16	3.200	.40					
LOWER COLUMBIA	HUMN	160	LIFE STYLES	4.5	24	7.200	.26	R	DAY-ON-CAMPUS	0100	IRWIN J	FT
LOWER COLUMBIA					24	7.200	.26					
CLARK	HUM	101	BEING HUMAN	3.0	22	4.400	.19	W	EVENING-ON-CAMPUS	0700	TROUSDALE GO	FT
CLARK					22	4.400	.19					
WENATCHEE VAL	HUMAN	101	HUMANITIES EV/DAY LIFE	5.0	15	5.000	.15	M	DAY-OFF-CAMPUS	0100	RIGGS J	FT
	HUMAN	101	HUMANITIES EV/DAY LIFE	2.7	3	.540	.02	ARR	DAY-OFF-CAMPUS	ARR	RIGGS J	FT
	HUMAN	104	HUMANITIES/GENERAL	5.0	53	17.670	.33	MTWRF	DAY-ON-CAMPUS	0900	ARNOLD E	FT
	HUMAN	114	HUMAN RSCH	1.0	1	.070	.01	ARR	DAY-OFF-CAMPUS	ARR	RIGGS J	FT
	HUMAN	125	CULTR/EVENT	5.0	1	.330	.01	ARR	DAY-OFF-CAMPUS	ARR	RIGGS J	FT
WENATCHEE VAL					73	23.610	.52					
SPOKANE	HUMAN	101	INTRO HUMAN	5.0	41	13.670	.33	ARR	DAY-ON-CAMPUS		ELLINGWOOD F	FT
SPOKANE					41	13.670	.33					
SPOKANE FALLS	ENG	141	FILM COMMUN	5.0	47	15.670	.34	MTWRF	DAY-ON-CAMPUS	0830	STEINER T	FT
	ENG	141	FILM COMMUN	5.0	46	15.330	.35	MTWRF	DAY-ON-CAMPUS	0930	HELLENBERG N	PT
	ENG	141	FILM COMMUN	5.0	42	14.000	.34	MTWR	DAY-ON-CAMPUS	1235	HYATT M	FT
	HUMAN	101	INTRO HUMAN	5.0	91	30.330	.34	ARR	DAY-ON-CAMPUS		ELLINGWOOD F	FT
SPOKANE FALLS					226	75.330	1.37					
COLUMBIA BASIN	HUM	101	CREATIVE PEOPLE	4.0	58	15.470	.37	MTWRF	DAY-ON-CAMPUS	1000	HUNGATE, M	FT
	HUM	101	HUMANITIES SEM	1.0	33	2.200	.09	R	DAY-ON-CAMPUS	1100	HUNGATE, M	ET
	HUM	101	HUMANITIES SEM	1.0	25	1.670	.09	R	DAY-ON-CAMPUS	0900	HUNGATE, M	FT
	HUM	102	CREATIVE PEOPLE	5.0	29	9.670	.34	M W	EVENING-OFF-CAMPUS	0730	HUNGATE, M	ML
	HUM	145	AMERICAN PLURAL HERITAGE	5.0	34	11.330	.45	MTWRF	DAY-ON-CAMPUS	0900	HUNGATE, M	FT
COLUMBIA BASIN					179	40.340	1.34					
WALLA WALLA	HUM	101	INTRO TO HUMANITIES	5.0	31	10.330	.36	MTWRF	DAY-ON-CAMPUS	1230	BELL,L.	FT
	HUM	101	INTRO TO HUMANITIES	5.0	14	4.670	.33	MTWRF	DAY-OFF-CAMPUS	0200	STRATTON,J.	FT
	HUM	110	HISTORY OF IDEAS	3.0	16	3.200	.17	R	EVENING-ON-CAMPUS	0700	BURGESS,E.	ML
WALLA WALLA					61	18.200	.86					
WHATCOM	HUMAN	101	VALUES IN TECH SOCIETY	5.0	25	8.330	.20	T R	EVENING-OFF-CAMPUS	0700	CARMEAN,J	FT

HUM.& SOC.SCI

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
WHATCOM	HUMAN	110		7.0		.000	.26		* DAY-OFF-CAMPUS		CARMEAN,J	FT
	HUMAN	110	THE CLASSICAL IDEAL	6.1	15	6.100	.32	M W	DAY-OFF-CAMPUS	0100	BRAGG,B	FT
	HUMAN	189	THE ART OF BEING HUMAN	1.0	1	.070	.01	F	DAY-OFF-CAMPUS	1000	CARMEAN,J	FT
	HUMAN	189	THE ART OF BEING HUMAN	3.0	7	1.400	.11	F	DAY-OFF-CAMPUS	1000	CARMEAN,J	FT
	HUMAN	189	THE ART OF BEING HUMAN	5.0	6	2.000	.20	F	DAY-OFF-CAMPUS	1000	CARMEAN,J	FT
WHATCOM					54	17.900	1.10					
TACOMA	HONOR	200	HONORS COLLOQUIUM	1.0	20	1.330	.07	T	DAY-ON-CAMPUS	0145	LEWIS R	V
	HUMAN	100	ART OF BEING HUMAN	5.0	31	10.330	.35	T R	EVENING-ON-CAMPUS	0750	KINERK J	PT
	HUMAN	100	ART OF BEING HUMAN	4.8	32	10.240	.16	ARR	DAY-ON-CAMPUS		FAYE M	FT
	HUMAN	100	ART OF BEING HUMAN	4.1	7	2.190	.07	ARR	DAY-OFF-CAMPUS		MAGDEN R	V
	PHIL	220	DEATH AND DYING	3.0	20	4.000	.11	T	EVENING-ON-CAMPUS	0700	EDRINGTON D	ML
TACOMA					110	28.090	.76					
EDMONDS	HUM	101	INTRO TO HUM:CRIT ANALYS	3.0	22	4.400	.50	MWR	DAY-ON-CAMPUS	1200	HEBERLEIN L	FT
EDMONDS					22	4.400	.50					
					1,270	330.590	10.56					

LITERATURE

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
PENINSULA	ENGL	160	AMERICAN LIT	5.0	8	2.670	.33	MTWRF	DAY-ON-CAMPUS	1000	DERRY	FT
	ENGL	270	WORLD LIT	5.0	4	1.330	.28	MTWRF	DAY-ON-CAMPUS	0900	THOMPSON	FT
PENINSULA					12	4.000	.61					
GRAYS HARBOR	ENGL	265	SURVEY ENGLISH LIT	5.0	9	3.000	.33	MTWRF	DAY-ON-CAMPUS	1100	VAN VACTOR W	FT
GRAYS HARBOR					9	3.000	.33					
OLYMPIC	ENGL	083	INTRO LIT	3.0		.000	.01	ARR	DAY-OFF-CAMPUS	ARR	HAMA C HOU S	PT
	ENGL	083	INTRO LIT	3.0		.000	.01	ARR	DAY-OFF-CAMPUS	ARR	HOUCK S	PT
	ENGL	143	POETRY	2.0	22	2.930	.13	M W	DAY-ON-CAMPUS	1000	WICKS A	FT
	ENGL	169	SHAKESPEARE	3.0	13	2.600	.17	ARR	EVENING-ON-CAMPUS	ARR	MORGAN D	FT
	ENGL	195	INDEPN STDY	2.0	2	.270	.02	ARR	DAY-ON-CAMPUS	ARR	MORGAN D	V
	ENGL	267	BRITISH LIT	5.0	27	9.000	.33	MTWRF	DAY-ON-CAMPUS	1100	DANIEL T	FT
OLYMPIC					64	14.800	.67					
SKAGIT VALLEY	LIT	125	INTRO TO FICTION	3.0	16	3.200	.18	M W	DAY-OFF-CAMPUS	0100	BIGELOW S	PT
	LIT	131	INTRO LITERATURE	3.0	14	2.800	.25	MWF	DAY-ON-CAMPUS	1200	TURNER G	FT
	LIT	131	INTRO LITERATURE	3.0	22	4.400	.18	M W	DAY-OFF-CAMPUS	0100	MATZEN V	PT
	LIT	152	WORLD FOLK TALES	2.0	6	.800	.07	W	EVENING-OFF-CAMPUS	0630	MILLS M	PT
	LIT	173	WOMEN & LIT: THE AUTHORS	3.0	20	4.000	.25	M	DAY-ON-CAMPUS	0100	DUNLAP L	FT
	LIT	221	AMERICAN LIT I	3.0	38	7.600	.25	TRF	DAY-ON-CAMPUS	1000	THOMAS J	FT
	LIT	221	AMERICAN LIT I	3.0	14	2.800	.18	T	DAY-OFF-CAMPUS	0700	CARROLL T	PT
SKAGIT VALLEY					130	25.600	1.36					
EVERETT	ENGL	115	INTRO TO LITERATURE	5.0	26	8.670	.33	MTWRF	DAY-ON-CAMPUS	1100	HAMILTON J	FT
	ENGL	251	CLASSICAL EUROPEAN LIT	5.0	20	6.670	.33	MTWRF	DAY-ON-CAMPUS	1000	DAY M	FT
EVERETT					46	15.340	.66					
SEATTLE CENT	ENG	073	READING HAPPENINGS	5.0	29	9.670	.39	MTWRF	DAY-ON-CAMPUS	1000	BISHOP	FT
	ENG	120	MODERN WORLD LITERATURE	5.0	32	10.670	.33	MTWRF	DAY-ON-CAMPUS	1000	HASTINGS	FT
	ENG	131	INTRO TO POETRY	5.0	34	11.330	.33	MTWRF	DAY-ON-CAMPUS	0900	DAWSON	FT
SEATTLE CENT					95	31.670	1.05					
SEATTLE NORTH	ENG	132	INTRO TO FICTION	5.0	30	10.000	.33	MTWRF	DAY-ON-CAMPUS	1100	SMITH MARILY	FT
	ENG	222	AMERICAN LITERATURE-20TH	5.0	30	10.000	.33	MTWRF	DAY-ON-CAMPUS	1000	BARTON M	FT
	ENG	293	SCIENCE FICTION	5.0	28	9.330	.50	T R	EVENING-ON-CAMPUS	0700	STRAUSS M	FT
SEATTLE NORTH					88	29.330	1.16					

LITERATURE

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SEATTLE SOUTH	ENG	132	INTROQUCTION TO FICTION	5.0	29	9.670	.25	MTWRF	DAY-ON-CAMPUS	1100	LORENTZEN	FT
	ENG	222	AMERICAN LITERATURE	5.0	26	8.670	.34	MTWRF	DAY-ON-CAMPUS	1000	THOMPSON	FT
SEATTLE SOUTH					55	18.340	.59					
SHORELINE	ENGL	202	LITERATURE BY TOPIC	5.0	24	8.000	.34	MTWRF	DAY-ON-CAMPUS	0930	MCGUIRE, W	FT
	ENGL	259	INTRODUCTION TO DRAMA	5.0	11	3.670	.14	MTWRF	DAY-ON-CAMPUS	0830	HENDRICKSON	PT
	ENGL	264	ENGLISH LITERATURE	5.0	26	8.670	.33	MTWRF	DAY-ON-CAMPUS	1130	MATES, A	FT
	ENGL	267	AMERICAN LITERATURE	5.0	26	8.670	.33	MTWRF	DAY-ON-CAMPUS	1030	WALTERS, D	FT
	ENGL	281	EUROP LIT THE GREEKS	5.0	21	7.000	.35	MTWRF	DAY-ON-CAMPUS	0830	MAXWELL, A	FT
	IASTU	290	HEBREW LIT SPANISH JEWS	5.0	37	12.330	.33	R	EVENING-ON-CAMPUS	0600	BRITT, R	PT
	IASTU	290	HEBREW LIT SPANISH JEWS	5.0	39	13.000	.33	M	EVENING-ON-CAMPUS	0600	BRITT, R	PT
SHORELINE					184	61.340	2.15					
BELLEVUE	ENGL	110	READING POETRY	5.0	39	13.000	.33	MTWRF	DAY-ON-CAMPUS	1030	CHRISTIANSEN	FT
	ENGL	112	READING FICTION	5.0	36	12.000	.33	MTWRF	DAY-ON-CAMPUS	0930	BREDA S	FT
	ENGL	114	FILM AS LITERATURE	5.0	22	7.330	.27	T R	DAY-ON-CAMPUS	1230	WILLIAMS S	FT
	ENGL	131	INTRO TO LITERATURE	5.0	33	11.000	.33	M W	EVENING-ON-CAMPUS	0750	KENNEDY J	FT
	ENGL	231	INTRO TO SHAKESPEARE	5.0	32	10.670	.33	MTWRF	DAY-ON-CAMPUS	0930	KENNEDY J	FT
	ENGL	267	AMER LIT BEGIN-CIVIL WAR	5.0	29	9.670	.33	MTWRF	DAY-ON-CAMPUS	0830	WILLIAMS P	FT
	ENGL	291	DIRECTED READ/RESEARCH**	3.8	4	1.010	.17	ARR	DAY-ON-CAMPUS		SANDERS C	FT
	ENGL	291	DIRECTED READ/RESEARCH**	3.8	4	1.010	.20	T R	DAY-ON-CAMPUS	0130	WILLIAMS S	FT
BELLEVUE					199	65.690	2.29					
HIGHLINE	LIT	105	MOVIE MYSTIQUE:WAYS INTO	3.0	24	4.800	.20	R	EVENING-ON-CAMPUS	0515	SMITH J	ML
	LIT	125	MYTHOLOGY	3.0	31	6.200	.20	MWF	DAY-ON-CAMPUS	0900	STOWE L	FT
	LIT	131	THE NOVEL	3.0	26	5.200	.16	MWF	DAY-ON-CAMPUS	1100	BRIESMEISTER	FT
	LIT	134	THE SHORT STORY	3.0	34	6.800	.20	MWF	DAY-ON-CAMPUS	1200	QUILLIAN S	PT
	LIT	134	THE SHORT STORY	3.0	24	4.800	.20	M W	EVENING-ON-CAMPUS	0500	JOHNSON M	FT
	LIT	134	HONORS THE SHORT STORY	3.0	3	.600	.20	M W	EVENING-ON-CAMPUS	0500	JOHNSON M	ML
	LIT	192	SP TOP:READINGS IN NOR	2.0	3	.400	.01	T R	DAY-ON-CAMPUS	0100	HOEM K	FT
	LIT	221	AMER LIT NEW WORLD IMAGE	5.0	32	10.670	.33	MTWRF	DAY-ON-CAMPUS	1000	OLSON R	FT
HIGHLINE					177	39.470	1.50					
GREEN RIVER	ENGL	121	AMERICAN LITERATURE	5.0	27	9.000	.22	MTWRF	DAY-ON-CAMPUS	1000	LOLAND V	FT
	ENGL	131	INTRO TO SHORT FICTION	5.0	35	11.670	.33	MTWRF	DAY-ON-CAMPUS	1100	BURGESON J	FT
	ENGL	194	INTRO TO MYTHOLOGY	3.0	28	5.600	.17	MWF	DAY-ON-CAMPUS	0900	GOLDBERG G	FT
GREEN RIVER					90	26.270	.72					
FT STEILACOOM	ENGL	200	INTRO TO LIT	5.0	14	4.670	.32	T R	EVENING-OFF-CAMPUS	0745	WILLIAMS E	ML
	ENGL	200	INTRO TO LIT	5.0	8	2.670	.32	M W	EVENING-OFF-CAMPUS	0530	MCDANIEL J	PT

LITERATURE

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
FT STEILACOOM	ENGL	201	INTRO FICT	5.0	28	9.330	.32	MTWRF	DAY-ON-CAMPUS	0100	TATE D	PT
	ENGL	211	BRITISH LIT	5.0	32	10.670	.32	MTWRF	DAY-ON-CAMPUS	1100	WILLIAMS B	PT
	ENGL	221	AMERICAN LIT	5.0	33	11.000	.32	MTWRF	DAY-ON-CAMPUS	0800	KRIEGER	ML
FT STEILACOOM					115	38.340	1.60					
CENTRALIA	ENGL	110	INTRO TO LIT	5.0	14	4.670	.17	MTWRF	DAY-ON-CAMPUS	1000	MC ELROY	FT
	ENGL	118	SURV FICTION	3.0	22	4.400	.20	MWF	DAY-ON-CAMPUS	0900	AADLAND	CO
	ENGL	151	WORLD LIT	3.0	10	2.000	.21	MWF	DAY-ON-CAMPUS	1200	ROSA	FT
	ENGL	246	SURV AM LIT	3.0	1	.200	.01	ARR	EVENING-OFF-CAMPUS	ARR	CLARE	V
CENTRALIA					47	11.270	.59					
GARRETT HEYNS	ENGL	110	INTRO TO LIT	2.0	25	3.330	.06	MTWRF	DAY-OFF-CAMPUS	0135	CLARE	FT
	ENGL	151	WORLD LIT	2.0	6	.800	.06	MTWRF	DAY-OFF-CAMPUS	0935	CLARE	FT
	ENGL	161	READ AM DRMA	2.0	17	2.270	.06	MTWRF	DAY-OFF-CAMPUS	0935	CLARE	FT
	ENGL	162	AM/L TO 1900	3.0	13	2.600	.09	MTWRF	DAY-OFF-CAMPUS	0135	CLARE	FT
GARRETT HEYNS					61	9.000	.27					
LOWER COLUMBIA	ENGL	260	WORLD LITERATURE	5.0	18	6.000	.31	MTWRF	DAY-ON-CAMPUS	1000	MCCARTHY D	FT
LOWER COLUMBIA					18	6.000	.31					
CLARK	ENGL	130	INTRO TO FIC	3.0	35	7.000	.25	MWF	DAY-ON-CAMPUS	0900	PARTAIN LELA	FT
	ENGL	130	INTRO TO FIC	3.0	36	7.200	.25	MWF	DAY-ON-CAMPUS	0100	RYAN ROBERT	FT
	ENGL	130	INTRO TO FIC	3.0	31	6.200	.21	M	EVENING-ON-CAMPUS	0700	RYAN ROBERT	ML
	ENGL	131	INTRO POETRY	3.0	30	6.000	.25	MWF	DAY-ON-CAMPUS	0900	SIMONSON SHE	FT
	ENGL	134	THE NOVEL	3.0	34	6.800	.25	MWF	DAY-ON-CAMPUS	1000	SACKMAN S	FT
	ENGL	137	WORLD LIT	3.0	33	6.600	.25	MWF	DAY-ON-CAMPUS	1100	SPICER STANL	FT
	ENGL	151	POPULAR MEDIA	2.7	22	3.960	.10	ARR	DAY-ON-CAMPUS	ARR	SANDER LEWIS	ML
	ENGL	151	POPULAR MEDIA	3.0		.000	.11	ARR	DAY-ON-CAMPUS	ARR	DUNN W	ML
	ENGL	244	AMERICAN LIT	3.0	13	2.600	.20	MWF	DAY-ON-CAMPUS	0900	SANDER LEWIS	FT
CLARK					234	46.360	1.87					
WENATCHEE VAL	ENGL	108	INTRO/POETRY	3.0	6	1.200	.19	MWF	DAY-ON-CAMPUS	0100	JOHNSON C	FT
	ENGL	212	CONTEMP FICT	3.0	6	1.200	.06	ARR	DAY-OFF-CAMPUS	ARR	GOULD W	FT
	ENGL	267	SURVEY AMER/LIT I	5.0	7	2.330	.29	MTWRF	DAY-ON-CAMPUS	1100	HOWARD N	ML
	ENGL	267	SURVEY AMER/LIT I	5.0	7	2.330	.08	ARR	DAY-OFF-CAMPUS	ARR	GOULD W	FT
WENATCHEE VAL					26	7.060	.62					
YAKIMA VALLEY	ENGL	135	INTRO FICTION	3.0	18	3.600	.19	R	EVENING-OFF-CAMPUS	0700	LARSON R A	PT
	ENGL	140	SCIENCE FICTION	3.0	17	3.400	.13	MWF	DAY-ON-CAMPUS	0830	SMITH S	FT

LITERATURE

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
YAKIMA VALLEY	ENGL	145	INTRO NATIVE AMER LIT	3.0	15	3.000	.10	M	EVENING-OFF-CAMPUS	0700	LARSON R A	PT
	ENGL	209	GREECE/ROME MYTHOLOGY	3.0	24	4.800	.16	MWF	DAY-ON-CAMPUS	0930	WIEHL I.	FT
	ENGL	225	AMER-LIT-1620/1850	3.0	13	2.600	.13	MWF	DAY-ON-CAMPUS	1030	SMITH E	FT
YAKIMA VALLEY					87	17.400	.80					
SPOKANE	ENG	131	INTRO LIT	5.0	35	11.670	.33	MTWRF	DAY-ON-CAMPUS	0930	BARNES E	FT
	ENG	131	INTRO LIT	5.0	35	11.670	.33	MTWRF	DAY-ON-CAMPUS	1030	JONES F	FT
	ENG	131	INTRO LIT	5.0	29	9.670	.34	T R	EVENING-ON-CAMPUS	0800	ROTH J	ML
	ENG	209	ENG LIT	5.0	25	8.330	.38	MTWRF	DAY-ON-CAMPUS	1130	BURNS M	FT
SPOKANE					124	41.340	1.38					
SPOKANE FALLS	ENG	131	INTRO LIT	5.0	33	11.000	.33	MTWRF	DAY-ON-CAMPUS	0830	COLDSNOW PR	FT
	ENG	131	INTRO LIT	5.0	35	11.670	.33	MTWRF	DAY-ON-CAMPUS	1030	MCAULEY A	FT
	ENG	131	INTRO LIT	5.0	31	10.330	.33	WRF	DAY-ON-CAMPUS	1125	STRANGE W	FT
	ENG	131	INTRO LIT	5.0	18	6.000	.35	T R	EVENING-ON-CAMPUS	0700	GILBERT P	PT
	ENG	245	AMERICAN LIT	5.0	29	9.670	.33	MTWRF	DAY-ON-CAMPUS	1030	TENNEY D	FT
SPOKANE FALLS					146	48.670	1.67					
BIG BEND	ENG	234	SCIENCE FICTION	5.0	10	3.330	.25	MTWR	DAY-ON-CAMPUS	0100	WOLFF	FT
	ENG	274	INTRO TO GREEK MYTHOLOGY	5.0	21	7.000	.20	MTWR	DAY-ON-CAMPUS	1030	LEDEBOER	FT
	ENG	284	AMER WRITERS OF THE 1930	2.0	10	1.330	.14	W	EVENING-OFF-CAMPUS	0130	SILVER C	PT
BIG BEND					41	11.660	.59					
COLUMBIA BASIN	HUM	299	MARYHILL	1.0	24	1.600	.07	TRS	EVENING-OFF-CAMPUS	0730	HUNGATE, M	ML
	LIT	137	INTRO TO POETRY	3.0	22	4.400	.19	MWF	DAY-ON-CAMPUS	1200	MC KEAN, J	FT
	LIT	196	BIBLE AS LIT 2	3.0	28	5.600	.14	MWF	DAY-ON-CAMPUS	1100	FISHER, R	FT
	LIT	227	AMERICAN LIT	3.0	22	4.400	.20	M	EVENING-ON-CAMPUS	0730	PEARSON, DN	ML
	LIT	264	ENGLISH LIT	5.0	21	7.000	.24	MTWRF	DAY-ON-CAMPUS	0900	FISHER, R	FT
COLUMBIA BASIN					117	23.000	.84					
WALLA WALLA	LIT	116	HEART OF DARKNESS	2.0	25	3.330	.10	MTWRF	DAY-ON-CAMPUS	1030	RICHARDSON,H	FT
	LIT	140	INTRO TO LITERATURE	3.0	10	2.000	.17	W	EVENING-OFF-CAMPUS	0700	TROTTER,G.	PT
	LIT	140	INTRO TO LITERATURE	3.0	14	2.800	.17	W	EVENING-ON-CAMPUS	0700	BOUTZ,T.	ML
	LIT	140	INTRO TO LITERATURE	3.0	28	5.600	.17	MWF	DAY-ON-CAMPUS	0130	CROSS,D.	FT
	LIT	140	INTRO TO LITERATURE	3.0	14	2.800	.17	T R	DAY-OFF-CAMPUS	0200	FUHR,G.	ML
	LIT	162	ATHLETE IN LITERATURE	3.0	6	1.200	.17	MTR	EVENING-OFF-CAMPUS	0700	FUHR,G.	ML
	LIT	242	AMERICAN LITERATURE	3.0	39	7.800	.21	MWF	DAY-ON-CAMPUS	1030	BELL,L.	FT
	LIT	262	WORLD LITERATURE	3.0	12	2.400	.20	MWF	DAY-ON-CAMPUS	0130	FUHR,G.	FT
	LIT	268	INKLINGS OF CS LEWIS	2.0	12	1.600	.13	MTWRF	DAY-ON-CAMPUS	0930	CUDNEY,C.	FT
	LIT	290	GREAT BOOKS SEMINAR	2.0	15	2.000	.13	R	DAY-ON-CAMPUS	0130	CUDNEY,C.	FT

LITERATURE

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
WALLA WALLA					175	31.530	1.62					
WHATCOM	ENGL	141	INTRO TO SHORT STORY	5.0	1	.330	.02	ARR	EVENING-OFF-CAMPUS		DEIRO,J	FT
WHATCOM					1	.330	.02					
TACOMA	ENGL	234	INTRO TO MYTHOLOGY	5.0	30	10.000	.35	M W	EVENING-ON-CAMPUS	0750	GILMOUR D	PT
	ENGL	271	CONT AMERICAN FICTION	5.0	20	6.670	.33	MTWRF	DAY-ON-CAMPUS	1030	MCCARTHY J	FT
TACOMA					50	16.670	.68					
EDMONDS	ENGL	115	INTRO TO LITERATURE	5.0	35	11.670	.34	MTWRF	DAY-ON-CAMPUS	1000	REID B	FT
	ENGL	115	INTRO TO LITERATURE	5.0	33	11.000	.34	M W	EVENING-ON-CAMPUS	0545	MOORE N	FT
	ENGL	125	CONTEMPORARY LITERATURE	5.0	32	10.670	.33	MTWRF	DAY-ON-CAMPUS	1100	MISH C	FT
EDMONDS					100	33.340	1.01					
					2,491	676.820	26.96					

MUSIC HISTORY

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
PENINSULA	MUSIC	115	HIST & APPREC	3.0	22	4.400	.25	MWF	DAY-ON-CAMPUS	1000	FOLLARD	FT
	S C	011	ORCHES MUSIC BRAHMS	2.0	16	2.130	.14	T	DAY-OFF-CAMPUS	0200	ANDRE	PT
PENINSULA					38	6.530	.39					
GRAYS HARBOR	MUSIC	107	APPRECIATION OF MUSIC	5.0	14	4.670	.38	MTWRF	DAY-ON-CAMPUS	0900	ASMUS D	FT
GRAYS HARBOR					14	4.670	.38					
SKAGIT VALLEY	MUS	121	MUSIC LIT (BASIC)	4.0	40	10.670	.29	TWR	DAY-ON-CAMPUS	0900	PLUCKER R	FT
	MUS	121	MUSIC LIT (BASIC)	4.0	17	4.530	.24	M W	DAY-OFF-CAMPUS	0100	PATTERSON L	PT
	MUS	122	INSTR LITERATURE II	4.0	15	4.000	.11	MTWR	DAY-ON-CAMPUS	0900	PLUCKER R	FT
SKAGIT VALLEY					72	19.200	.64					
EVERETT	MUSIC	109	MUSIC FOR THE LISTENER	5.0	23	7.670	.25	MTWRF	DAY-ON-CAMPUS	0900	WAHLSTROM T	FT
	MUSIC	109	MUSIC FOR THE LISTENER	5.0	8	2.670	.25	MTWRF	DAY-ON-CAMPUS	0100	WAHLSTROM T	FT
	MUSIC	116	JAZZ 1ST 100 YEARS	5.0	7	2.330	.27	MTWRF	DAY-ON-CAMPUS	1000	SHAWGER J	FT
	MUSIC	207	MUSIC HIST AND LIT	2.0	3	.400	.10	M W	DAY-ON-CAMPUS	1100	WAHLSTROM T	FT
EVERETT					41	13.070	.87					
SEATTLE CENT	MUS	100	INTRODUCTION TO MUSIC	5.0	39	13.000	.32	T R	DAY-ON-CAMPUS	1200	MARTIN	PT
	MUS	110	MUSIC IN WESTERN WORLD	5.0	31	10.330	.32	MTWRF	DAY-ON-CAMPUS	1000	HANSEN	FT
SEATTLE CENT					70	23.330	.64					
SEATTLE NORTH	MUS	100	SURVEY OF MUSIC	5.0	31	10.330	.35	MTWRF	DAY-ON-CAMPUS	0900	GOLEEKE W	FT
SEATTLE NORTH					31	10.330	.35					
SEATTLE SOUTH	MUS	100	INTRODUCTION TO MUSIC	5.0	26	8.670	.35	MTWRF	DAY-ON-CAMPUS	1200	KUHN	FT
SEATTLE SOUTH					26	8.670	.35					
SHORELINE	IASTU	206	HISTORY OF JAZZ	5.0	18	6.000	.14	MTWRF	DAY-ON-CAMPUS	1030	MASSO, J	FT
	IASTU	227	HISTORY OF ROCK & ROLL	5.0	31	10.330	.18	MTWRF	DAY-ON-CAMPUS	0930	MASSO, J	FT
	IASTU	227	HISTORY OF ROCK & ROLL	5.0	13	4.330	.07	MTWRF	DAY-ON-CAMPUS	1130	MASSO, J	FT
	MUSIC	107	THE UNDERSTANDING & APPR	5.0	29	9.670	.25	MTWRF	DAY-ON-CAMPUS	0930	EHRLICH, B	FT
	MUSIC	107	THE UNDERSTANDING & APPR	5.0	24	8.000	.21	MTWRF	DAY-ON-CAMPUS	1130	GOODRICH, J	FT
	MUSIC	211	HISTORY OF JAZZ	5.0	15	5.000	.11	MTWRF	DAY-ON-CAMPUS	1030	MASSO, J	FT
	MUSIC	212	HISTORY OF ROCK AND ROLL	5.0	5	1.670	.25	MTWRF	DAY-ON-CAMPUS	0930	MASSO, J	FT
	MUSIC	212	HISTORY OF ROCK AND ROLL	5.0	5	1.670	.25	MTWRF	DAY-ON-CAMPUS	1130	MASSO, J	FT
SHORELINE					140	46.670	1.46					

MUSIC HISTORY

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
BELLEVUE	MUSIC	107	FUNDAMENTALS OF MUSIC	5.0	22	7.330	.34	MTWRF	DAY-ON-CAMPUS	0930	HANSARD J	PT
BELLEVUE					22	7.330	.34					
HIGHLINE	MUSIC	105	HISTORY OF JAZZ	3.0	27	5.400	.21	MWF	DAY-ON-CAMPUS	0900	NORDAL M	FT
	MUSIC	106	ROCK MUSIC METAMORPHOSIS	5.0	53	17.670	.34	MTWRF	DAY-ON-CAMPUS	0900	FISH E	PT
	MUSIC	111	MUSIC APPRE TO 1900	5.0	15	5.000	.30	MTWRF	DAY-ON-CAMPUS	0900	VOILES G	FT
	MUSIC	112	MUSIC APPRE-20TH CENTURY	5.0	34	11.330	.33	MTWRF	DAY-ON-CAMPUS	1000	NORDAL M	FT
HIGHLINE					129	39.400	1.18					
FT STEILACOOM	MUSIC	101	INTRO MUSIC	5.0	18	6.000	.32	T R	EVENING-OFF-CAMPUS	0445	WARD E	PT
	MUSIC	103	INTRO JAZZ	5.0	40	13.330	.26	MTWRF	DAY-ON-CAMPUS	1000	KNUDTSEN	FT
FT STEILACOOM					58	19.330	.58					
CENTRALIA	MUSC	101	MUSIC THEORY	5.0	13	4.330	.30	MTWRF	DAY-ON-CAMPUS	0100	KIMBALL	FT
	MUSC	104	SURVEY/MUSIC	5.0	19	6.330	.31	MTWRF	DAY-ON-CAMPUS	0900	KIMBALL	FT
	MUSC	104	SURVEY/MUSIC	5.0	19	6.330	.34	T R	EVENING-OFF-CAMPUS	0500	EDMUNDSON	PT
	MUSC	105	MUSIC HIST	3.0	16	3.200	.17	MWF	DAY-ON-CAMPUS	0200	NEFF	FT
	MUSC	123	MUSC/THEATRE	5.0	32	10.670	.19	MTWRF	DAY-ON-CAMPUS	1000	NEFF	FT
	MUSC	124	BALLET MUSIC	1.0	1	.070	.01	MTWRF	DAY-ON-CAMPUS	1000	NEFF	FT
	MUSC	125	OPERA	1.0	2	.130	.01	MTWRF	DAY-ON-CAMPUS	1000	NEFF	FT
	MUSC	126	MOVIES/TV	1.0	6	.400	.04	MTWRF	DAY-ON-CAMPUS	1000	NEFF	FT
	MUSC	127	BROADWY SHOW	2.0	6	.800	.04	MTWRF	DAY-ON-CAMPUS	1000	NEFF	FT
	MUSC	150	FUNDAMENTALS	3.0	6	1.200	.18	MWF	DAY-ON-CAMPUS	0100	NEFF	FT
	MUSC	201	ADV THEORY	2.0	6	.800	.13	T R	DAY-ON-CAMPUS	1100	KIMBALL	FT
CENTRALIA					126	34.260	1.72					
LOWER COLUMBIA	MUSC	110	MUSIC APPRECIATION	3.8	17	4.310	.19	ARR	DAY-ON-CAMPUS		SHERRY M	FT
	MUSC	296	MUSIC HISTORY	3.0	3	.600	.03	ARR	DAY-ON-CAMPUS		SHERRY M	FT
	MUSC	297	MUSIC HISTORY	3.0	1	.200	.01	ARR	DAY-ON-CAMPUS		SHERRY M	FT
	MUSC	298	MUSIC HISTORY	3.0	1	.200	.01	ARR	DAY-ON-CAMPUS		SHERRY M	FT
LOWER COLUMBIA					22	5.310	.24					
CLARK	MUS	131	MUSIC APPREC	3.0	30	6.000	.21	T R	DAY-ON-CAMPUS	0100	ENMAN R	PT
	MUS	135	JAZZ APPREC	3.0	16	3.200	.21	MWF	DAY-ON-CAMPUS	0100	GILLGAM	PT
	MUS	221	INT MUSIC LIT	3.0	6	1.200	.18	MWF	DAY-ON-CAMPUS	0200	TROUSDALE GO	FT
CLARK					52	10.400	.60					
WENATCHEE VAL	MUSIC	100	FUND/MUSIC	5.0	6	2.000	.07	W	DAY-OFF-CAMPUS	0130	RIGGS J	FT

MUSIC HISTORY

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
WENATCHEE VAL	MUSIC	101	THEORY I	5.0	16	5.330	.14	MTWR	DAY-ON-CAMPUS	0900	KELLY G	FT
	MUSIC	101	THEORY I	5.0	1	.330	.01	T	DAY-OFF-CAMPUS	0130	RIGGS J	FT
	MUSIC	201	ADV THEORY	5.0	3	1.000	.14	MTWR	DAY-ON-CAMPUS	1000	KELLY G	FT
	MUSIC	201	THEORY	5.0	1	.330	.01	ARR	DAY-OFF-CAMPUS	ARR	RIGGS J	FT
WENATCHEE VAL					27	8.990	.37					
YAKIMA VALLEY	MUS	101	MUSIC THEORY-I	2.0	11	1.470	.18	T R	DAY-ON-CAMPUS	0930	NOTT D	FT
	MUS	101	MUSIC THEORY-I	2.0	11	1.470	.04	M W	DAY-ON-CAMPUS	0930	CRESWELL	PT
	MUS	101	MUSIC THEORY-I	2.0	4	.530	.06	M W	DAY-ON-CAMPUS	0830	NOTT	FT
	MUS	101	MUSIC THEORY-I	2.0	4	.530	.02	T R	DAY-ON-CAMPUS	0830	CRESWELL	PT
	MUS	118	MUSIC APPRECIATION	5.0	50	16.670	.31	MTWRF	DAY-ON-CAMPUS	1030	CRESWELL	PT
	MUS	121	MUSIC LIT-I	1.0	8	.530	.08	F	DAY-ON-CAMPUS	0830	PETERSON	FT
	MUS	121	MUSIC LIT-I	1.0	8	.530	.09	F	DAY-ON-CAMPUS	0930	PETERSON	FT
	MUS	204	MUSIC THEORY-IV	5.0	2	.670	.38	TRF	DAY-ON-CAMPUS	0830	NOTT D	FT
	MUS	204	MUSIC THEORY-IV	2.0	2	.270	.06	M W	DAY-ON-CAMPUS	0830	CRESWELL	PT
YAKIMA VALLEY					100	22.670	1.22					
SPOKANE	MUSIC	107	INTRO MUSIC	5.0	32	10.670	.33	MTWRF	DAY-ON-CAMPUS	1130	GILPIN MA	FT
SPOKANE					32	10.670	.33					
SPOKANE FALLS	MUSIC	107	INTRO MUSIC	5.0	40	13.330	.36	MTWRF	DAY-ON-CAMPUS	0830	JOHNSON D	FT
	MUSIC	107	INTRO MUSIC	5.0	38	12.670	.25	MTWRF	DAY-ON-CAMPUS	1030	SMITH WC	FT
	MUSIC	107	INTRO MUSIC	5.0	38	12.670	.36	MTWRF	DAY-ON-CAMPUS	1130	JOHNSON D	FT
	MUSIC	107	INTRO MUSIC	5.0	19	6.330	.35	T R	EVENING-ON-CAMPUS	0700	HALVERSEN P	ML
	MUSIC	107	INTRO MUSIC	5.0		.000	.18	MTWRF	DAY-ON-CAMPUS	1130	HALVERSEN P	FT
	MUSIC	107	INTRO MUSIC	5.0		.000	.25	MTWRF	DAY-ON-CAMPUS	0830	JOHNSON D	FT
SPOKANE FALLS					135	45.000	1.75					
BIG BEND	MUS	100	MUSIC SURVEY	5.0	6	2.000	.18	MTWR	DAY-ON-CAMPUS	0800	FREEMAN	FT
	MUS	100	INTRO MUSIC	5.0	9	3.000	.34	T R	EVENING-ON-CAMPUS	0700	FREEMAN	ML
BIG BEND					15	5.000	.52					
COLUMBIA BASIN	MUS	115	APPRECIATION	5.0	34	11.330	.25	MTWRF	DAY-ON-CAMPUS	0800	CRABB, T	FT
	MUS	115	APPRECIATION	5.0	35	11.670	.25	MTWRF	DAY-ON-CAMPUS	0900	CRABB, T	FT
	MUS	115	APPRECIATION	5.0	36	12.000	.29	MTWRF	DAY-ON-CAMPUS	1000	PAUL, D	FT
COLUMBIA BASIN					105	35.000	.79					
WALLA WALLA	MUS	101	MUSIC APPRECIATION	3.0	18	3.600	.15	MWF	DAY-ON-CAMPUS	0130	BURGESS,E.	FT
	MUS	101	MUSIC APPRECIATION	3.0	10	2.000	.24	MWF	DAY-OFF-CAMPUS	1200	MARKS,C.	FT

MUSIC HISTORY

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
WALLA WALLA					28	5.600	.39					
WHATCOM	MUSIC	101	FUNDAMENTALS OF MUSIC	3.0	11	2.200	.20	T R	DAY-OFF-CAMPUS	0850	WICKS,D	PT
WHATCOM					11	2.200	.20					
TACOMA	MUS	107	INTRODUCTION TO MUSIC	5.0	51	17.000	.19	MTWRF	DAY-ON-CAMPUS	0930	WHISNER D	FT
	MUS	107	INTRODUCTION TO MUSIC	5.0	65	21.670	.42	M W	EVENING-ON-CAMPUS	0530	NELSON E	FT
TACOMA					116	38.670	.61					
EDMONDS	MUSIC	120	MUSIC FOR THE LISTENER	5.0	36	12.000	.31	MTWRF	DAY-ON-CAMPUS	1000	GUARD J	FT
EDMONDS					36	12.000	.31					
					1,446	434.300	16.23					

PHILOSOPHY

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
PENINSULA	PHIL	100	INTR TO PHIL	5.0	14	4.670	.33	MTWRF	DAY-ON-CAMPUS	0200	QUAST	FT
PENINSULA					14	4.670	.33					
GRAYS HARBOR	PHIL	100	INTRO TO PHILOSOPHY	5.0	6	2.000	.33	MTWRF	DAY-ON-CAMPUS	0700	CREW J	FT
	PHIL	100	INTRO TO PHILOSOPHY	5.0	27	9.000	.34	T	EVENING-ON-CAMPUS	0600	CREW J	ML
GRAYS HARBOR					33	11.000	.67					
OLYMPIC	HUMAN	200	COMPAR RELG	5.0	27	9.000	.34	MTWRF	DAY-ON-CAMPUS	0100	NORTON R	FT
	PHILO	101	INTRO PHIL	5.0	41	13.670	.33	MTWRF	DAY-ON-CAMPUS	0800	NORTON R	FT
	PHILO	120	INTRO LOGIC	5.0	35	11.670	.33	MTWRF	DAY-ON-CAMPUS	1100	NORTON R	FT
OLYMPIC					103	34.340	1.00					
SKAGIT VALLEY	PHIL	100	INTRO TO PHILO	5.0	11	3.670	.15	M F	DAY-ON-CAMPUS	0800	COOLE W	FT
	PHIL	100	INTRO TO PHILO	5.0	2	.670	.01	M	EVENING-ON-CAMPUS	0700	COOLE W	ML
	PHIL	100	INTRO TO PHILO	5.0	22	7.330	.30	T R	EVENING-OFF-CAMPUS	0700	BIGELOW S	PT
	PHIL	111	INTRO TO LOGIC	3.0	3	.600	.01	W	DAY-ON-CAMPUS	0400	COOLE W	ML
	PHIL	120	FORMAL LOGIC	5.0	1	.330	.15	W F	DAY-ON-CAMPUS	1000	COOLE W	FT
	PHIL	215	INTRO TO ETHICS	5.0	9	3.000	.15	M F	DAY-ON-CAMPUS	0100	COOLE W	FT
	PHIL	215	INTRO TO ETHICS	5.0	4	1.330	.04	W	EVENING-ON-CAMPUS	0530	COOLE W	ML
SKAGIT VALLEY					52	16.930	.81					
EVERETT	PHIL	100	INTRODUCTION PHILOSOPHY	5.0	32	10.670	.32	MTWRF	DAY-ON-CAMPUS	1000	HOUGHTALING	FT
	PHIL	120	INTRODUCTION TO LOGIC	5.0	26	8.670	.32	MTWRF	DAY-ON-CAMPUS	1200	HOUGHTALING	FT
EVERETT					58	19.340	.64					
SEATTLE CENT	PHI	100	INTRO TO PHILOSOPHY	5.0	31	10.330	.36	MTWRF	DAY-ON-CAMPUS	0800	ANDERSON	FT
	PHI	100	INTRO TO PHILOSOPHY	5.0	31	10.330	.32	MTWRF	DAY-ON-CAMPUS	1100	ANDERSON	FT
	PHI	120	INTRO TO LOGIC	5.0	34	11.330	.32	MTWRF	DAY-ON-CAMPUS	0900	ANDERSON	FT
SEATTLE CENT					96	31.990	1.00					
SEATTLE NORTH	PHI	100	INTRO TO PHILOSOPHY	5.0	31	10.330	.34	MTWRF	DAY-ON-CAMPUS	0900	KERNS	FT
	PHI	100	INTRO TO PHILOSOPHY	5.0	26	8.670	.33	MTWRF	DAY-ON-CAMPUS	1200	KERNS T	FT
	PHI	100	INTRO TO PHILOSOPHY	5.0	29	9.670	.33	TWR	DAY-ON-CAMPUS	0530	KERNS T	FT
	PHI	120	INTRO TO LOGIC	5.0	30	10.000	.34	MTWRF	DAY-ON-CAMPUS	1100	KERNS T	ML
SEATTLE NORTH					116	38.670	1.34					
SEATTLE SOUTH	PHI	100	INTRO TO PHILOSOPHY	5.0	23	7.670	.32	S	DAY-ON-CAMPUS	0830	PIERCE	PT
	PHI	120	INTRODUCTION TO LOGIC	5.0	30	10.000	.32	MTWRF	DAY-ON-CAMPUS	1000	PIERCE	PT

PHILOSOPHY

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CREO EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SEATTLE SOUTH					53	17.670	.64					
SHORELINE	PHIL	100	INTRO TO PHILOSOPHY	5.0	66	22.000	.50	MTWRF	DAY-ON-CAMPUS	0830	PATRICK, F	FT
	PHIL	100	INTRO TO PHILOSOPHY	5.0	38	12.670	.33	MTWRF	DAY-ON-CAMPUS	1030	HAGEMEYER, E	FT
	PHIL	120	INTRODUCTION TO LOGIC	5.0	40	13.330	.34	MTWRF	DAY-ON-CAMPUS	0830	HEICK, C	FT
	PHIL	120	INTRODUCTION TO LOGIC	5.0	38	12.670	.34	MTWRF	DAY-ON-CAMPUS	0930	HAGEMEYER, E	FT
	PHIL	120	INTRODUCTION TO LOGIC	5.0	42	14.000	.33	MTWRF	DAY-ON-CAMPUS	1130	HEICK, C	FT
	PHIL	120	INTRODUCTION TO LOGIC	5.0	41	13.670	.33	MTWRF	DAY-ON-CAMPUS	1230	HEICK, C	FT
	PHIL	120	INTRODUCTION TO LOGIC	5.0	36	12.000	.33	M W	EVENING-ON-CAMPUS	0710	HAGEMEYER, E	ML
	PHIL	267	PHIL. OF RELIGION	5.0	19	6.330	.50	MTWRF	DAY-ON-CAMPUS	1030	PATRICK, F	FT
SHORELINE					320	106.670	3.00					
BELLEVUE	PHIL	100	INTRO TO PHILOSOPHY	5.0	49	16.330	.20	MTWRF	DAY-ON-CAMPUS	0930	MAYER D	FT
	PHIL	100	INTRO TO PHILOSOPHY	5.0	32	10.670	.20	MWF	DAY-ON-CAMPUS	0130	MAYER D	FT
	PHIL	100	INTRO TO PHILOSOPHY	5.0	34	11.330	.20	M W	EVENING-ON-CAMPUS	0530	MAYER D	FT
	PHIL	110	INTRO TO SOCIAL ETHICS	5.0	30	10.000	.22	MTWRF	DAY-ON-CAMPUS	1030	WULFF J	FT
	PHIL	120	INTRO TO LOGIC	5.0	45	15.000	.20	MTWRF	DAY-ON-CAMPUS	1130	MAYER D	FT
	PHIL	120	INTRO TO LOGIC	5.0	38	12.670	.22	MTWRF	DAY-ON-CAMPUS	0830	WULFF J	FT
	PHIL	280	CONFERENCE IN PHIL	5.0		.000	.23	ARR	DAY-ON-CAMPUS		WULFF J	FT
	PHIL	280	CONFERENCE IN PHIL	5.0	1	.330	.20	ARR	DAY-ON-CAMPUS		MAYER D	FT
BELLEVUE					229	76.330	1.67					
HIGHLINE	PHIL	100	INTRO TO PHILOSOPHY	5.0	28	9.330	.34	MTWRF	DAY-ON-CAMPUS	0900	JONES D	FT
	PHIL	100	INTRO TO PHILOSOPHY	5.0	27	9.000	.33	T R	EVENING-ON-CAMPUS	0700	PIERCE T	PT
	PHIL	115	REASON & DECISION MAKING	5.0	31	10.330	.33	MTWRF	DAY-ON-CAMPUS	1000	JONES D	FT
	PHIL	115	REASON & DECISION MAKING	5.0	32	10.670	.33	MTWRF	DAY-ON-CAMPUS	1200	JONES D	FT
	PHIL	120	FORMAL LOGIC	5.0	33	11.000	.20	MTWRF	DAY-ON-CAMPUS	0900	SCHIMMELBUSC	FT
	PHIL	120	FORMAL LOGIC	5.0	30	10.000	.33	MTWRF	DAY-ON-CAMPUS	1200	ROY M	PT
	PHIL	120	FORMAL LOGIC	5.0	29	9.670	.33	M W	EVENING-ON-CAMPUS	0700	PIERCE T	PT
HIGHLINE					210	70.000	2.19					
GREEN RIVER	PHIL	100	WESTERN PHILOSOPHY,INTRO	5.0	26	8.670	.31	MTWRF	DAY-ON-CAMPUS	1100	CLAUSEN J	PT
	PHIL	100	WESTERN PHILOSOPHY,INTRO	5.0	28	9.330	.31	M W	EVENING-ON-CAMPUS	0700	CLAUSEN J	PT
	PHIL	110	SOCIAL ETHICS	5.0	29	9.670	.34	MTWRF	DAY-ON-CAMPUS	0900	VAN RY M	FT
	PHIL	115	REASON. IN EVERYDAY LIFE	5.0	26	8.670	.31	MTWRF	DAY-ON-CAMPUS	0800	CLAUSEN J	PT
	PHIL	120	LOGIC-INTRODUCTION TO	5.0	28	9.330	.31	MTWRF	DAY-ON-CAMPUS	1000	CLAUSEN J	PT
	PHIL	205	DEATH AND DYING	5.0	27	9.000	.33	MTWRF	DAY-ON-CAMPUS	0100	VAN RY M	FT
	PHIL	210	COMPARATIVE RELIGION	5.0	29	9.670	.33	MTWRF	DAY-ON-CAMPUS	1000	VAN RY M	FT
GREEN RIVER					193	64.340	2.24					

PHILOSOPHY

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
FT STEILACOOM	PHIL	100	INTRO PHILOS	5.0	28	9.330	.41	MTWRF	DAY-ON-CAMPUS	0900	KALLES	FT
	PHIL	100	INTRO PHILOS	5.0	29	9.670	.32	T R	EVENING-ON-CAMPUS	0530	KALLES	ML
	PHIL	100	INTRO PHILOS	5.0	14	4.670	.32	M W	EVENING-OFF-CAMPUS	0445	ADDANTE F	PT
	PHIL	100	INTRO PHILOS	5.0	14	4.670	.32	M W	EVENING-OFF-CAMPUS	0445	ADDANTE F	PT
	PHIL	100	INTRO PHILOS	5.0	18	6.000	.32	T R	EVENING-OFF-CAMPUS	0530	ADDANTE F	PT
	PHIL	100	INTRO PHILOS	5.0	28	9.330	.32	M W	EVENING-OFF-CAMPUS	0530	KINERK J	PT
	PHIL	210	PERS PHILOS	5.0	32	10.670	.42	MTWRF	DAY-ON-CAMPUS	1000	KALLES	FT
FT STEILACOOM					163	54.340	2.43					
CENTRALIA	PHIL	101	INTRODUCTION	5.0	33	11.000	.36	MTWRF	DAY-ON-CAMPUS	1000	ROSA	FT
	PHIL	101	INTRODUCTION	5.0	26	8.670	.34	M W	EVENING-OFF-CAMPUS	0500	STREET	PT
CENTRALIA					59	19.670	.70					
GARRETT HEYNS	PHIL	102	LOGIC	5.0	6	2.000	.06	MTWRF	DAY-OFF-CAMPUS	0745	BROWN	V
	PHIL	275	COMPARATIVE RELIGIONS	5.0	12	4.000	.12	MTWRF	DAY-OFF-CAMPUS	0745	BROWN	V
GARRETT HEYNS					18	6.000	.18					
LOWER COLUMBIA	PHIL	200	INTRO TO PHILOSOPHY	5.0	24	8.000	.34	MWF	DAY-ON-CAMPUS	0820	KELLEY R	FT
	PHIL	200	INTRO TO PHILOSOPHY	5.0	20	6.670	.33	T R	DAY-ON-CAMPUS	0100	KELLEY R	FT
	PHIL	210	ETHICS	5.0	17	5.670	.33	MTWRF	DAY-ON-CAMPUS	0900	MASHINTER H	FT
LOWER COLUMBIA					61	20.340	1.00					
CLARK	PHIL	100	TOPICS	3.0	18	3.600	.11	W	EVENING-ON-CAMPUS	0700	NICHOLSON KE	PT
	PHIL	100	TOPICS	3.0		.000	.11	W	EVENING-ON-CAMPUS	0700	PARTAIN L	ML
	PHIL	101	INTRO TO PHIL	5.0	38	12.670	.34	MTWRF	DAY-ON-CAMPUS	1100	EPTON CHARLE	FT
	PHIL	101	INTRO TO PHIL	5.0	24	8.000	.33	MTWRF	DAY-ON-CAMPUS	0300	EPTON CHARLE	FT
	PHIL	170	LOGIC	5.0	21	7.000	.33	MTWRF	DAY-ON-CAMPUS	0800	EPTON CHARLE	FT
	PHIL	267	PHIL OF RELIGION	5.0	17	5.670	.35	MTWRF	DAY-ON-CAMPUS	0200	NICHOLSON KE	PT
	PHIL	290	SPECIAL PROJ	2.0	1	.130	.01	ARR	DAY-ON-CAMPUS	ARR	EPTON CHARLE	V
CLARK					119	37.070	1.58					
WENATCHEE VAL	PHIL	100	INTRO/PHILOS	5.0	38	12.670	.34	MTWRF	DAY-ON-CAMPUS	1000	STOWELL P	FT
WENATCHEE VAL					38	12.670	.34					
YAKIMA VALLEY	PHIL	101	INTRO PHILOSOPHY	5.0	34	11.330	.34	MTWRF	DAY-ON-CAMPUS	0830	MCCUTCHEON	FT
	PHIL	101	INTRO PHILOSOPHY	5.0	17	5.670	.33	MTWRF	DAY-ON-CAMPUS	0110	MCCUTCHEON	FT
	PHIL	120	INTRO LOGIC	5.0	34	11.330	.33	MTWRF	DAY-ON-CAMPUS	1030	MCCUTCHEON	FT
YAKIMA VALLEY					85	28.330	1.00					

PHILOSOPHY

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENRDLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SPOKANE	PHIL	101	INTRO PHILOS	5.0	60	20.000	.34	MTWRF	DAY-ON-CAMPUS	1130	ROTH GO	FT
	PHIL	220	PHILOS RELIG	5.0	34	11.330	.33	MTWRF	DAY-ON-CAMPUS	1030	RUSSELL W	FT
SPOKANE					94	31.330	.67					
SPOKANE FALLS	PHIL	101	INTRO PHILOS	5.0	60	20.000	.33	MTWRF	DAY-ON-CAMPUS	0830	LEGAULT F	FT
	PHIL	101	INTRO PHILOS	5.0	21	7.330	.35	S	DAY-ON-CAMPUS	0800	BALDASTY R	PT
	PHIL	101	INTRO PHILOS	5.0	17	5.670	.35	MTWRF	DAY-OFF-CAMPUS	0908	FITZGERALD T	PT
	PHIL	210	INTRO ETHICS	5.0	32	10.670	.35	MTWRF	DAY-ON-CAMPUS	1030	BALDASTY R	PT
SPOKANE FALLS					131	43.670	1.38					
BIG BEND	PHL	200	PHILOSOPHY	5.0	19	6.330	.25	MTWR	DAY-ON-CAMPUS	1145	WOLFF	FT
BIG BEND					19	6.330	.25					
COLUMBIA BASIN	PHI	101	PHILOSOPHY INTRO	5.0	35	11.670	.20	MTWRF	DAY-ON-CAMPUS	1200	COMMEREE, N	FT
COLUMBIA BASIN					35	11.670	.20					
WALLA WALLA	PHIL	101	INTRO TO PHILOSOPHY	5.0	41	13.670	.28	MTWRF	DAY-ON-CAMPUS	0930	RICHARDSON,H	FT
	PHIL	101	INTRO TO PHILOSOPHY	5.0	42	14.000	.28	MTWRF	DAY-ON-CAMPUS	1230	RICHARDSON,H	FT
	PHIL	101	INTRO TO PHILOSOPHY	5.0	10	3.330	.29	T R	EVENING-ON-CAMPUS	0700	CUDNEY,C.	ML
	PHIL	101	INTRO TO PHILOSOPHY I	5.0	18	6.000	.34	MTWRF	DAY-OFF-CAMPUS	0900	STRATTON,J.	FT
	PHIL	102	PHILOSOPHY	5.0	46	15.330	.28	MTWRF	DAY-ON-CAMPUS	1030	RICHARDSON,H	FT
	PHIL	118	EXISTENTIALISM	1.0	25	1.670	.06	MTWRF	DAY-ON-CAMPUS	0930	RICHARDSON,H	FT
	PHIL	121	INTRO TO LOGIC	5.0	9	3.000	.33	MTWRF	DAY-OFF-CAMPUS	0100	STRATTON,J.	FT
WALLA WALLA					191	57.000	1.86					
WHATCOM	PHIL	100	INTRO WESTERN PHILOSOPHY	5.0	24	8.000	.33	M W	DAY-OFF-CAMPUS	0800	MARGOLIS,J	PT
WHATCOM					24	8.000	.33					
TACOMA	PHIL	100	INTRO TO PHILOSOPHY	5.0	31	10.330	.34	MTWRF	DAY-ON-CAMPUS	0930	EDRINGTON D	FT
	PHIL	100	INTRO TO PHILOSOPHY	5.0	35	11.670	.33	MTWRF	DAY-ON-CAMPUS	0930	EDRINGTON D	FT
	PHIL	100	INTRO TO PHILOSOPHY	5.0	36	12.000	.35	S	DAY-ON-CAMPUS	0800	KINERK J	PT
	PHIL	119	CRITICAL THINKING	5.0	29	9.670	.33	MTWRF	DAY-ON-CAMPUS	1130	EDRINGTON D	FT
TACOMA					131	43.670	1.35					
EDMONDS	ENGL	180	THE BIBLE AS LITERATURE	5.0	30	10.000	.33	MTWR	DAY-ON-CAMPUS	1200	WILLIAMSON D	FT
	PHIL	100	INTRO TO PHILOSOPHY	5.0	47	15.670	.33	MTWR	DAY-ON-CAMPUS	0110	HOLLINSWORTH	FT

PHILOSOPHY

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
EDMONDS					77	25.670	.66					
					2,722	897.710	29.46					

POLITICAL SC.

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
PENINSULA	PO SC	120	AMER GOVT	5.0	20	6.670	.33	MTWRF	DAY-ON-CAMPUS	0900	QUAST	FT
PENINSULA					20	6.670	.33					
GRAYS HARBOR	POL-S	230	AMERICAN GOVERNMENT	5.0	26	8.670	.34	MTWRF	DAY-ON-CAMPUS	0900	BASICH R	FT
GRAYS HARBOR					26	8.670	.34					
OLYMPIC	POL S	084	WORLD PROBM	3.0	1	.200	.01	ARR	DAY-OFF-CAMPUS	ARR	HAMA C HOU S	PT
	POL S	084	WORLD PROBM	3.0		.000	.01	ARR	DAY-OFF-CAMPUS	ARR	HOUCK S	PT
	POL S	101	SURVEY	5.0	36	12.000	.34	MTWRF	DAY-ON-CAMPUS	0900	WHYBARK Q	FT
	POL S	115	ST/LOCL GOV	5.0	16	5.330	.33	MTWRF	DAY-ON-CAMPUS	1200	WHYBARK Q	FT
	POL S	210	AMER GOVT	5.0	18	6.000	.33	MTWRF	DAY-ON-CAMPUS	1100	WHYBARK Q	FT
OLYMPIC					71	23.530	1.02					
SKAGIT VALLEY	POSC	015	CITIZEN NATURALIZATION	3.0	11	2.200	.18	W	EVENING-OFF-CAMPUS	0700	DULIN G	PT
	POSC	132	SMNR EDUC GVMNT 2	1.0	1	.070	.02	M W	DAY-ON-CAMPUS	0100	SIGMAR W	FT
	POSC	203	INTERNATNAL RELAT	5.0	13	4.330	.38	M W	DAY-ON-CAMPUS	0100	LOFTHOUSE H	V
	POSC	203	INTERNATNAL RELAT	5.0	11	3.670	.39	T R	DAY-OFF-CAMPUS	0200	LOFTHOUSE H	V
	SRPOS	051	LAW FOR THE RETIREE	1.2	16	1.280	.07	T	DAY-OFF-CAMPUS	1000	JONES E	PT
SKAGIT VALLEY					52	11.550	1.04					
EVERETT	AD ED	072	CITIZENSHIP	3.0	29	5.800	.19	T	EVENING-ON-CAMPUS	0700	SORIANO D	PT
	POL S	100	BASIC POLITICAL CONCEPTS	5.0	30	10.000	.33	MTWRF	DAY-ON-CAMPUS	1000	HENSLEY D	FT
	POL S	201	AMERICAN POLITICS	5.0	23	7.670	.33	MTWRF	DAY-ON-CAMPUS	1200	HENSLEY D	FT
	POL S	203	WORLD POLITICS	5.0	28	9.330	.33	M W	EVENING-ON-CAMPUS	0500	LONDON G	FT
EVERETT					110	32.800	1.18					
SEATTLE CENT	POL	101	INTRO TO POLITICS	5.0	37	12.330	.33	MTWRF	DAY-ON-CAMPUS	0900	HARRINGTON	FT
	POL	101	INTRO TO POLITICS	5.0	38	12.670	.32	MTWRF	DAY-ON-CAMPUS	1100	HARRINGTON	FT
	POL	102	AMERICAN GOVERNMENT	5.0	33	11.000	.35	MTWRF	DAY-ON-CAMPUS	0100	HARRINGTON	FT
SEATTLE CENT					108	36.000	1.00					
SEATTLE NORTH	POL	101	INTRO TO POL SCIENCE	5.0	28	9.330	.25	MTWRF	DAY-ON-CAMPUS	1100	TRIMBLE D	FT
	POL	102	AMERICAN GOVT	5.0	29	9.670	.33	MTWRF	DAY-ON-CAMPUS	0800	CLOUGH N	FT
	POL	220	COMP POLITCAL SYSTEMS	5.0	31	10.330	.33	MTWRF	DAY-ON-CAMPUS	1000	CLOUGH N	FT
	POL	298	DIRECTED STUDIES	3.0	1	.200	.05	ARR	DAY-ON-CAMPUS	0000	TRIMBLE D	V
	POL	299	DIRECTED STUDIES	5.0	1	.330	.10	ARR	DAY-ON-CAMPUS	0000	TRIMBLE D	V
SEATTLE NORTH					90	29.860	1.06					

POLITICAL SC.

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CREO EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SEATTLE SOUTH	POL	201	INTRO TO POLITICAL SCI	5.0	26	8.670	.33	MWF	DAY-ON-CAMPUS	0830	OTHMAN	FT
	POL	202	DYNAMICS OF AMER. POLITI	5.0	31	10.330	.33	MWF	DAY-ON-CAMPUS	1200	OTHMAN	FT
SEATTLE SOUTH					57	19.000	.66					
SHORELINE	POLSC	201	INTRO POLITICAL SCIENCE	5.0	40	13.330	.33	MTWRF	DAY-ON-CAMPUS	0830	WAUGH, W	FT
	POLSC	202	AMER GOVT AND POLITICS	5.0	37	12.330	.33	MTWRF	DAY-ON-CAMPUS	1130	WAUGH, W	FT
	POLSC	203	INTERNATIONAL RELATIONS	5.0	39	13.000	.33	MTWRF	DAY-ON-CAMPUS	0930	LINFORD, L	FT
SHORELINE					116	38.660	.99					
BELLEVUE	POLSC	101	INTRO TO POLITICS	5.0	47	15.670	.32	MTWRF	DAY-ON-CAMPUS	0930	KHAN A	FT
	POLSC	101	INTRO TO POLITICS	5.0	36	12.000	.31	MTWRF	DAY-ON-CAMPUS	1230	KHAN A	FT
	POLSC	102	AMERICAN GOVT & POL	5.0	46	15.330	.33	MTWRF	DAY-ON-CAMPUS	0830	HAMERNYIK S	FT
	POLSC	103	INTERN RELATIONS	5.0	49	16.330	.31	MTWRF	DAY-ON-CAMPUS	1030	KHAN A	FT
	POLSC	197	THE UNITED NATIONS	1.0	14	.930	.06	W	DAY-ON-CAMPUS	0120	KHAN A	FT
	POLSC	205	COMPARATIVE GOVT	5.0	27	9.000	.33	MTWRF	DAY-ON-CAMPUS	1130	HAMERNYIK S	FT
BELLEVUE					219	69.260	1.66					
HIGHLINE	POL S	120	AMERICAN GOVERNMENT	5.0	36	12.000	.31	MTWRF	DAY-ON-CAMPUS	0900	DODD D	FT
	POL S	120	AMERICAN GOVERNMENT	5.0	37	12.330	.31	MTWRF	DAY-ON-CAMPUS	1100	DODD D	FT
	POL S	150	STATE & LOCAL GOVERNMENT	5.0	20	6.670	.24	MTWRF	DAY-ON-CAMPUS	1000	PERRY H	FT
	POL S	150	HONORS STATE & LOCAL GOV	5.0	2	.670	.24	MTWRF	DAY-ON-CAMPUS	1000	PERRY H	FT
	POL S	293	INDEPENDENT STUDY	3.0	1	.200	.01	ARR	DAY-ON-CAMPUS	ARR	DODD D	V
HIGHLINE					96	31.870	1.11					
GREEN RIVER	P SCI	100	INTRO TO POLITICAL SCIEN	3.0	33	6.600	.14	MWF	DAY-ON-CAMPUS	0800	BARNARD J	FT
	P SCI	100	INTRO TO POLITICAL SCIEN	3.0	23	4.600	.14	MWF	DAY-ON-CAMPUS	0100	BARNARD J	FT
	P SCI	100	INTRO TO POLITICAL SCIEN	3.0	34	6.800	.19	T R	EVENING-ON-CAMPUS	0530	BARNARD J	ML
	P SCI	194	U S & WORLD AFFAIRS	5.0	1	.330	.24	ARR	DAY-OFF-CAMPUS	ARR	BARNARD J	FT
	P SCI	202	AMERICAN GOVERNMENT	5.0	28	9.330	.24	MTWRF	DAY-ON-CAMPUS	0900	BARNARD J	FT
	P SCI	202	AMERICAN GOVERNMENT	5.0	30	10.000	.24	MTWRF	DAY-ON-CAMPUS	1100	BARNARD J	FT
GREEN RIVER					149	37.660	1.19					
FT STEILACOOM	POLS	100	INTRO GOVT	3.0	2	.400	.06	ARR	DAY-OFF-CAMPUS	ARR	COBB	FT
	POLS	101	INTRO POLTCS	3.0	1	.200	.03	ARR	DAY-OFF-CAMPUS	ARR	COBB	FT
	POLS	102	INTNTAL REL	3.0	1	.200	.03	ARR	DAY-OFF-CAMPUS	ARR	COBB	FT
	POLS	104	STAT LOC GOV	1.0	1	.070	.03	ARR	DAY-OFF-CAMPUS	ARR	COBB	FT
	POLS	201	MODERN GOVT	5.0	32	10.670	.31	MTWRF	DAY-ON-CAMPUS	0900	COBB	FT
	POLS	202	US POL SYSM	2.0	106	14.130	.19	MTWRF	DAY-ON-CAMPUS	1200	JAECH	FT
	POLS	202	US POL SYSM	5.0	39	13.000	.32	T R	EVENING-ON-CAMPUS	0530	JOHNSON T	ML
	POLS	202	US POL SYSM	5.0	5	1.670	.27	ARR	DAY-OFF-CAMPUS	ARR	COBB	ML

POLITICAL SC.

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
FT STEILACOOM	POLS	202	US POL SYSM	5.0	1	.330	.05	ARR	DAY-OFF-CAMPUS	ARR	COBB	ML
	POLS	202	HONORS	2.0	106	14.130	.17	MTWRF	DAY-ON-CAMPUS	1200	KALLES	FT
	POLS	202	HONORS	2.0	106	14.130	.07	MTWRF	DAY-ON-CAMPUS	1200	MORTON	ML
FT STEILACOOM					400	68.930	1.53					
LOWER COLUMBIA	POLS	201	AMER POLITICAL INSTIT	5.0	20	6.670	.33	MTWRF	DAY-ON-CAMPUS	1200	VEST W	FT
LOWER COLUMBIA					20	6.670	.33					
CLARK	POSC	111	AM NAT GOV-POL	5.0	35	11.670	.33	MTWRF	DAY-ON-CAMPUS	0900	HUDSON MARSH	FT
	POSC	111	AM NAT GOV-POL	5.0	41	13.670	.33	MTWRF	DAY-ON-CAMPUS	1100	HUDSON MARSH	FT
	POSC	113	WRLD W/O WAR	3.0	16	3.200	.27	W	EVENING-ON-CAMPUS	0700	ROBERTS NORM	FT
	POSC	151	INTERNATL ORGN	1.0	7	.470	.09	ARR	DAY-ON-CAMPUS	ARR	ROBERTS NORM	FT
	POSC	251	INTERNATL ORGN	1.0	5	.330	.09	ARR	DAY-ON-CAMPUS	ARR	ROBERTS NORM	FT
CLARK					104	29.340	1.11					
WENATCHEE VAL	POLS	101	AMER GOVT	5.0	16	5.330	.29	T R	EVENING-ON-CAMPUS	0730	GRIFFITH M	PT
WENATCHEE VAL					16	5.330	.29					
YAKIMA VALLEY	POLS	102	US POLITICS & GOVT	5.0	29	9.670	.30	MTWRF	DAY-ON-CAMPUS	0830	ANDERSON	FT
	POLS	102	US POLITICS & GOVT	5.0	6	2.000	.29	MTWRF	DAY-ON-CAMPUS	0110	ANDERSON	FT
	POLS	102	US POLITICS & GOVT	5.0	16	5.330	.19	MTWRF	DAY-ON-CAMPUS	1130	CRAGG S	FT
	POLS	105	STATE & LOCAL GOVT	5.0	30	10.000	.29	MTWRF	DAY-ON-CAMPUS	1030	ANDERSON	FT
YAKIMA VALLEY					81	27.000	1.07					
SPOKANE	POLSC	101	INT POLITICS	5.0	39	13.000	.33	MTWRF	DAY-ON-CAMPUS	0930	RUSSELL W	FT
SPOKANE					39	13.000	.33					
SPOKANE FALLS	POLSC	101	INTRO POLSCI	5.0	58	19.330	.34	MTWRF	DAY-ON-CAMPUS	0830	ALEXANDER R	FT
	POLSC	111	AMER POL SYS	5.0	33	11.000	.33	MTWRF	DAY-ON-CAMPUS	0930	ALEXANDER R	FT
	POLSC	270	INTL RELA	5.0	29	9.670	.33	WRF	DAY-ON-CAMPUS	1125	ALEXANDER R	FT
SPOKANE FALLS					120	40.000	1.00					
BIG BEND	POL	101	MODERN GOVERNMENT	5.0	19	6.330	.33	MTWR	DAY-ON-CAMPUS	1030	SEEDORF	FT
BIG BEND					19	6.330	.33					
COLUMBIA BASIN	PS	100	AMERICAN GOVT	5.0	35	11.670	.34	MTWRF	DAY-ON-CAMPUS	0800	BEERS, D	FT
	PS	103	INTERNATAL REL	5.0	43	14.330	.33	MTWRF	DAY-ON-CAMPUS	1200	BEERS, D	FT

POLITICAL SC.

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
COLUMBIA BASIN	PS	105	US FOREIGN POLICY	5.0	20	6.670	.33	MTWRF	DAY-ON-CAMPUS	1000	BEERS, D	FT
COLUMBIA BASIN					98	32.670	1.00					
WALLA WALLA	PSCI	101	AMERICAN NATL GOVERNMENT	5.0	12	4.000	.29	MTWRF	DAY-ON-CAMPUS	1230	WEBSTER,J.	FT
	PSCI	101	POLITICAL SCIENCE	5.0	1	.330	.22	ARR	DAY-OFF-CAMPUS	ARR	MOORE,D.	FT
	PSCI	110	THE COMMUNIST REVOLUTION	3.0	6	1.200	.08	MWF	DAY-ON-CAMPUS	1030	WEBSTER,J.	FT
	PSCI	115	U.S. IN WORLD AFFAIRS	5.0	5	1.670	.06	T W	DAY-ON-CAMPUS	0700	WEBSTER,J.	ML
WALLA WALLA					24	7.200	.65					
WHATCOM	POLSC	052	CITIZENSHIP	2.0	7	.930	.17	T	EVENING-OFF-CAMPUS	0700	ZYLSTRA,C	FT
	POLSC	110	INTRO POLI SCI	5.0	23	7.670	.31	MTWR	DAY-OFF-CAMPUS	1020	BOWER,E	FT
	POLSC	115	AMERICAN POLIT SYSTEMS	5.0	24	8.000	.42	M W	DAY-OFF-CAMPUS	0100	ZYLSTRA,C	FT
WHATCOM					54	16.600	.90					
TACOMA	POLSC	091	INTRO AMERICAN GOV	5.0	37	12.330	.34	MTWRF	DAY-ON-CAMPUS	1030	MOSEID D	FT
	POLSC	201	INTRO TO GOV & POLITICS	5.0	36	12.000	.33	MTWRF	DAY-ON-CAMPUS	0830	MOSEID D	FT
	POLSC	202	AMER NAT GOV & POLITICS	5.0	27	9.000	.33	MTWRF	DAY-ON-CAMPUS	4430	MOSEID D	FT
	POLSC	202	AMERICAN NAT'L GOVT	5.0	1	.330	.01	ARR	DAY-ON-CAMPUS		MAGDEN R	V
	POLSC	203	INTERNATIONAL POLITICS	5.0	77	25.670	.35	ARR	DAY-ON-CAMPUS		MAGDEN R	ML
	POLSC	203	INTERNATIONAL RELATIONS	5.0	6	2.000	.06	ARR	DAY-OFF-CAMPUS		MAGDEN R	V
	POLSC	298	CITY COUNCIL INTERN	5.0	1	.330	.01	ARR	DAY-ON-CAMPUS		MOSEID D	ML
	POLSC	299	INDEPENDENT STUDY	2.0	4	.530	.04	ARR	DAY-ON-CAMPUS		BELL P	V
TACOMA					189	62.190	1.47					
EDMONDS	POLSC	104	AMERICAN GOVERNMENT	5.0	47	15.670	.33	MTWRF	DAY-ON-CAMPUS	1000	DEINHART M	FT
	POLSC	205	COMPARATIVE GOVERNMENT	5.0	20	6.670	.34	M W	EVENING-ON-CAMPUS	0805	BROCHES C	PT
EDMONDS					67	22.340	.67					
					2,345	683.130	22.26					

SOC.SCIENCE

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
GRAYS HARBOR	BA	107	LEADERSHIP DEVELOPEMENT	1.0	9	.600	.07	R	DAY-ON-CAMPUS	1100	GOODMAN R	ML
	BA	207	ADV LEADERSHIP DEVELOPMT	1.0	2	.130	.02	R	DAY-ON-CAMPUS	1100	GOODMAN R	V
GRAYS HARBOR					11	.730	.09					
OLYMPIC	SOCIO	125	AGING	5.0	13	4.330	.36	MTWRF	DAY-ON-CAMPUS	0900	HOOVER H	PT
OLYMPIC					13	4.330	.36					
SKAGIT VALLEY	SOSC	110	SEX ROLES&SOCIAL STRUCT	5.0	21	7.000	.21	W	DAY-ON-CAMPUS	0100	SAIRAN S	FT
	SOSC	110	DUMMY SECTION	.0		.000	.18	W	DAY-ON-CAMPUS	0100	HUBER C	PT
	SOSC	131	COLLEGE GOVERNANCE	1.0	1	.070	.02	ARR	DAY-ON-CAMPUS		SIGMAR W	FT
	SOSC	131	COLLEGE GOVERNANCE	1.0	7	.470	.12	T	DAY-OFF-CAMPUS	0300	SNYDER R	FT
SKAGIT VALLEY					29	7.540	.53					
EVERETT	HUM R	109	STUDENT COUNCIL	2.0	11	1.470	.11	M	DAY-ON-CAMPUS	0200	HALDI R	V
EVERETT					11	1.470	.11					
SEATTLE CENT	SSC	197	SOC. SCI. WORK EXPERIENC	5.0	4	1.330	.04	ARR	DAY-OFF-CAMPUS	0000	WILCOTS	V
	SSC	291	DIRECTED RDG IN SOC SCI	1.9	7	.900	.07	ARR	DAY-ON-CAMPUS	0000	KULIA	V
	SSC	294	PRACTICUM IN SOC SCIENCE	4.0	3	.800	.03	ARR	DAY-ON-CAMPUS	0000	KULIA	V
	SSC	298	SPEC.PROBLEMS IN SOC.SCI	5.0	1	.330	.01	ARR	DAY-ON-CAMPUS	0000	KULIA	V
SEATTLE CENT					15	3.350	.15					
SHORELINE	IASTU	298	SPECIAL PROJECT	2.0	5	.670	.05	ARR	DAY-ON-CAMPUS		HALSAN, J	V
	IASTU	299	SPECIAL PROJECT	3.0	3	.600	.03	ARR	DAY-ON-CAMPUS		MASSO, J	V
	IASTU	299	SPECIAL PROJECT	3.0	6	1.200	.06	ARR	DAY-ON-CAMPUS		HALSAN, J	V
SHORELINE					14	2.470	.14					
BELLEVUE	SOCSC	140	SPECIAL TOPICS SOCSC	4.4	5	1.470	.05	ARR	DAY-ON-CAMPUS		BOLLIGER J	V
BELLEVUE					5	1.470	.05					
HIGHLINE	BEHAV	100	HUMAN SEXUALITY	5.0	81	27.000	.34	MTWRF	DAY-ON-CAMPUS	0900	CAMPBELL M	FT
	BEHAV	100	HONORS HUMAN SEXUALITY	5.0	1	.330	.33	MTWRF	DAY-ON-CAMPUS	0900	CAMPBELL M	FT
	BEHAV	100	HUMAN SEXUALITY	5.0	39	13.000	.33	MTWRF	DAY-ON-CAMPUS	1200	CAMPBELL M	FT
	BEHAV	100	HUMAN SEXUALITY	5.0	37	12.330	.33	T R	EVENING-ON-CAMPUS	0435	CAMPBELL M	ML
	SOC S	110	BEHIND THE HEADLINES	3.0	18	3.600	.19	MWF	DAY-ON-CAMPUS	1200	DODD D	FT
HIGHLINE					176	56.260	1.52					

SOC.SCIENCE

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	FERED EQUIV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
FT STEILACOOM	SOC	281	FIELD STUDY	3.0	1	.200	.03	W	DAY-ON-CAMPUS	0200	SKOTT	FT
	SOC	281	FIELD STUDY	3.0	1	.200	.01	T	EVENING-ON-CAMPUS	0530	SKOTT	FT
	SOC	283	FIELD STUDY	5.0	1	.330	.03	W	DAY-ON-CAMPUS	0200	SKOTT	FT
	SOCS	101	STUDENT EXP	1.0	2	.130	.02	ARR	DAY-OFF-CAMPUS		SOMMERS	V
	SOCS	103	STUDENT EXP	3.0	5	1.000	.05	ARR	DAY-OFF-CAMPUS	ARR	SOMMERS	V
	SOCS	203	STUDENT EXP	3.0	2	.400	.02	ARR	DAY-OFF-CAMPUS	ARR	SOMMERS	V
	SOCS	210	STD LDSHP/DE	3.0	5	1.000	.05	M W	DAY-ON-CAMPUS	0200	SOMMERS	V
FT STEILACOOM					17	3.260	.21					
CENTRALIA	SOCS	201	LEADERSHIP	1.0	7	.470	.07	ARR	DAY-ON-CAMPUS	ARR	PICHA	V
CENTRALIA					7	.470	.07					
LOWER COLUMBIA	INDV	116	LEADERSHIP TRAINING	3.0	6	1.200	.06	T R	DAY-ON-CAMPUS	0200	STANKEVICH B	V
	INDV	216	APP LEADERSHIP TRAINING	1.0	15	1.000	.07	T R	DAY-ON-CAMPUS	0300	STANKEVICH B	V
LOWER COLUMBIA					21	2.200	.13					
CLARK	HDEV	123	RELATIONSHIPS	2.0	15	2.000	.14	W	DAY-ON-CAMPUS	0100	KUHN LAUREN	PT
	SOC	199	COOP WORK EXPR	3.7	3	.740	.03	ARR	DAY-ON-CAMPUS	ARR	JONES S	V
	SOSC	166	FOC/MATR LRNG	1.0	47	3.130	.07	W	DAY-ON-CAMPUS	0200	NELSON MARIE	PT
	SOSC	166	FOC/MATR LRNG	1.0	58	3.870	.07	T	DAY-ON-CAMPUS	0000	APSLER ALFRE	PT
	SOSC	166	FOC/MATR LRNG	1.0	11	.730	.07	T	DAY-ON-CAMPUS	0900	WOODWARD.T	PT
	SOSC	166	FOC/MATR LRNG	.5	10	.330	.03	R	DAY-OFF-CAMPUS	0900	BACHARACH GU	PT
	SOSC	166	FOC/MATR LRNG	2.9	32	6.190	.19	F	DAY-ON-CAMPUS	1130	TOWERS J	V
	SOSC	166	FOC/MATR LRNG	1.0	13	.870	.07	W	DAY-ON-CAMPUS	0900	STASIUK GARR	PT
	SOSC	166	FOC/MATR LRNG	1.0	23	1.530	.07	R	DAY-OFF-CAMPUS	0100	MICKELWAIT J	PT
	SOSC	166	FOC/MATR LRNG	1.0	44	2.930	.07	M	DAY-ON-CAMPUS	1000	CAPPA FRANCI	PT
	SOSC	166	FOC/MATR LRNG	.9	32	1.920	.11	T R	DAY-ON-CAMPUS	1000	SMITH R	FT
	SOSC	166	FOC/MATR LRNG	.9	21	1.260	.06	T R	EVENING-OFF-CAMPUS	0900	BIEKER L	PT
	SOSC	166	FOC/MATR LRNG	1.0	11	.730	.07	M	DAY-ON-CAMPUS	0100	BOYER D	PT
	SOSC	166	FOC/MATR LRNG	1.0	36	2.400	.07	F	DAY-ON-CAMPUS	0200	BLACKBURN D	ML
	SOSC	166	FOC/MATR LRNG	.9	22	1.320	.06	F	DAY-ON-CAMPUS	0100	JANOVEC MADE	PT
	SOSC	166	CONVERS FRENCH	1.0	15	1.000	.03	T R	DAY-ON-CAMPUS	0100	MRAZEK D	FT
	SOSC	166	WEAVING	.9	10	.600	.06	M W	DAY-ON-CAMPUS	1230	KELSEY J	PT
	SOSC	166	COL GORG & MARYHILL MUS	.4	25	.670	.03	S	DAY-ON-CAMPUS	0900	BACHARACH G	PT
	SOSC	166	AUTOBIOG WRITING	1.0	11	.730	.07	M	DAY-OFF-CAMPUS	1000	ELKINGTON L	PT
	SOSC	166	SOCIAL SECURITY	.4	15	.400	.03	M	DAY-OFF-CAMPUS	0900	SCANLON B	V
	SOSC	166	CREATIVE WRITING	1.0	9	.600	.07	R	DAY-ON-CAMPUS	0900	WHITE J	PT
	SOSC	166	PORTLAND OPERA	.2	22	.290	.01	W	EVENING-ON-CAMPUS	0700	TOWERS J	V
	SOSC	166	PORTLAND THEATER	.2	42	.560	.01	F	EVENING-ON-CAMPUS	0730	TOWERS J	V
	SOSC	166	BALLROOM DANCE	.9	15	.900	.06	W	DAY-OFF-CAMPUS	1000	DIERICKX R	PT
	SOSC	166	COL GORG & MARYHILL MUS	.4		.000	.02	S	DAY-ON-CAMPUS	0900	BACHARACH G	PT

SOC.SCIENCE

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
CLARK					542	35.700	1.57					
WENATCHEE VAL	PSYCH	109	LEADERSHIP/ADMIN	1.0	5	.330	.05	MWF	DAY-ON-CAMPUS	[illegible]00	CHENEVERT E	V
WENATCHEE VAL					5	.330	.05					
YAKIMA VALLEY	SS	197	DEATH & DYING-CTV	2.0	28	3.730	.12	ARR	DAY-ON-CAMPUS	ARR	ANDERSON P	FT
YAKIMA VALLEY					28	3.730	.12					
SPOKANE	GOVT	061	VICA SEMINAR	1.0	22	1.470	.07	ARR	DAY-ON-CAMPUS		BALDWIN B	V
	GOVT	091	STUDENT SEN	1.0	1	.070	.01	ARR	DAY-ON-CAMPUS		VERVAEKE B	V
	GOVT	095	ACTIV BOARD	1.0	4	.270	.04	ARR	DAY-ON-CAMPUS		PACKER L	V
SPOKANE					27	1.810	.12					
SPOKANE FALLS	GOVT	091	STUDENT SEN	1.0	10	.670	.07	R	DAY-ON-CAMPUS	0130	FANNING J	V
	GOVT	095	ACTIV BOARD	1.0	7	.470	.07	T	DAY-ON-CAMPUS	0130	FANNING J	V
SPOKANE FALLS					17	1.140	.14					
WALLA WALLA	PSCI	125	LEADERSHIP	2.0	7	.930	.12	ARR	DAY-ON-CAMPUS	ARR	WEBSTER,J.	FT
WALLA WALLA					7	.930	.12					
WHATCOM	POLSC	105	LEADERSHP/PARLIAMNT PROC	2.0	5	.670	.05	R	DAY-OFF-CAMPUS	0330	BLACKWELL,L	V
WHATCOM					5	.670	.05					
TACOMA	HR	299	INDIV ST IN HUMAN REL	3.7	9	2.220	.09	ARR	DAY-ON-CAMPUS		PATTERSON E	V
TACOMA					9	2.220	.09					
					959	130.080	5.62					

SOCIOLOGY

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
PENINSULA	SOC	110	INTRODUCTION	5.0	23	7.670	.34	MTWRF	DAY-ON-CAMPUS	0100	MORDEN	PT
PENINSULA					23	7.670	.34					
GRAYS HARBOR	SOC	110	INTRO TO SOCIOLOGY	5.0	27	9.000	.33	MTWRF	DAY-ON-CAMPUS	0800	BROWN L	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	18	6.000	.33	MTWRF	DAY-ON-CAMPUS	1200	BROWN L	FT
	SOC	291	SPECIAL PROBLEMS	1.0	1	.070	.01	ARR	DAY-ON-CAMPUS	0000	BROWN L	V
GRAYS HARBOR					46	15.070	.67					
OLYMPIC	SOCIO	101	INTRO	5.0	46	15.330	.33	MTWRF	DAY-ON-CAMPUS	1100	SLEIGHT A	FT
	SOCIO	101	INTRO	5.0	42	14.000	.34	MTWRF	DAY-ON-CAMPUS	1200	SQUIRE D	FT
	SOCIO	101	INTRO	5.0	48	16.000	.33	M W	EVENING-ON-CAMPUS	0445	SQUIRE D	FT
	SOCIO	102	SOCIAL PROB	5.0	40	13.330	.33	MTWRF	DAY-ON-CAMPUS	0800	DAHL F	FT
	SOCIO	102	SOCIAL PROB	5.0	46	15.330	.33	MTWRF	DAY-ON-CAMPUS	1000	SQUIRE D	FT
OLYMPIC					822	73.990	1.66					
SKAGIT VALLEY	SOC	110	INTRO TO SOCIOLOGY	5.0	42	14.000	.25	MTWRF	DAY-ON-CAMPUS	0800	MORRELL M	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	30	10.000	.30	W	EVENING-ON-CAMPUS	0700	MORRELL M	ML
	SOC	110	INTRO TO SOCIOLOGY	5.0	29	9.670	.25	T R	DAY-OFF-CAMPUS	0200	MORRELL M	FT
	SOC	150	FACTS & MYTHS ALCOHOL	1.0	2	.130	.02	W	EVENING-ON-CAMPUS	0700	ERICKSON A	V
SKAGIT VALLEY					103	33.800	.82					
EVERETT	SOC	105	SOCIOLOGY OF BLACK AMERI	5.0	8	2.670	.32	MTWRF	DAY-ON-CAMPUS	1000	CLARKE L	PT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	39	13.000	.34	MTWRF	DAY-ON-CAMPUS	0800	KARBER D	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	41	13.670	.33	MTWRF	DAY-ON-CAMPUS	0900	KARBER D	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	35	11.670	.33	MTWRF	DAY-ON-CAMPUS	1100	ROBISON R	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	37	12.330	.33	MTWRF	DAY-ON-CAMPUS	1200	ROBISON R	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	19	6.330	.33	T R	EVENING-ON-CAMPUS	0700	BRIGHAM R	FT
	SOC	115	WORKING:CHANGES/CHOICES	5.0	11	3.670	.20	W	EVENING-ON-CAMPUS	0700	QUATTROCIOCC	ML
	SOC	115	WORKING:CHANGES/CHOICES	3.0	7	1.400	.12	W	EVENING-ON-CAMPUS	0700	QUATTROCIOCC	ML
	SOC	199	SPECIAL PROJECTS	4.0	1	.270	.01	ARR	DAY-ON-CAMPUS		BRIGHAM R	V
	SOC	199	SPECIAL PROJECTS	5.0	1	.330	.01	ARR	DAY-ON-CAMPUS		BRIGHAM R	V
	SOC	220	THE FAMILY	5.0	9	3.000	.33	MTWRF	DAY-ON-CAMPUS	1100	KARBER D	FT
	SOC	230	HUMAN ECOLOGY	5.0	8	2.670	.34	MTWR	DAY-ON-CAMPUS	0100	BRIGHAM R	FT
	SOC S	100	SOCIAL ISSUES VIA CINEMA	3.0	76	15.200	.19	T	DAY-ON-CAMPUS	0200	HOUGHTALING	FT
	SOC S	100	SOCIAL ISSUES VIA CINEMA	3.0	79	15.800	.20	T	EVENING-ON-CAMPUS	0700	GASKIN T	FT
	SOC S	101	GROUP LEADERSHIP SKILLS	2.0	7	.930	.17	T	DAY-ON-CAMPUS	0100	HOUGHTALING	FT
	SOC S	101	GROUP LEADERSHIP SKILLS	2.0	5	.670	.18	T	EVENING-ON-CAMPUS	0600	GASKIN T	FT
	SOC S	140	MEN'S LIVES	3.0	8	1.600	.25	R	EVENING-ON-CAMPUS	0700	EISWERTH J	FT
EVERETT					391	105.210	3.98					

SOCIOLOGY

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SEATTLE CENT	HIS	150	HIST/AMER MINORITIES	5.0	16	5.330	.34	MTWRF	DAY-ON-CAMPUS	0800	YORITA B	FT
	HIS	150	HIST/AMER MINORTIES	5.0	27	9.000	.33	MTWRF	DAY-ON-CAMPUS	0900	YORITA B	FT
	HIS	150	HIS OF AMER MINORITIES	5.0	20	6.670	.32	M W	EVENING-ON-CAMPUS	0700	DUARTE	PT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	34	11.330	.33	MTWRF	DAY-ON-CAMPUS	0800	IMANAKA	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	34	11.330	.35	MTWRF	DAY-ON-CAMPUS	1100	IMANAKA	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	33	11.000	.33	MTWRF	DAY-ON-CAMPUS	1200	HUNTER	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	20	6.670	.33	MTWRF	DAY-ON-CAMPUS	0100	HUNTER	FT
	SOC	240	HUMAN SEXUALITY	5.0	32	10.670	.33	MTWRF	DAY-ON-CAMPUS	1100	FINLEY	PT
SEATTLE CENT					216	72.000	2.66					
SEATTLE NORTH	SOC	110	SURVEY OF SOCIOLOGY	5.0	32	10.670	.34	MTWRF	DAY-ON-CAMPUS	0800	ATKINS R	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	31	10.330	.33	MTWRF	DAY-ON-CAMPUS	0900	SILVERSTEIN	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	28	9.330	.33	MTWRF	DAY-ON-CAMPUS	1000	SILVERSTEIN	FT
	SOC	240	HUMAN SEXUALITY	5.0	34	11.330	.33	MTWRF	DAY-ON-CAMPUS	1000	ATKINS R	FT
SEATTLE NORTH					125	41.660	1.33					
SEATTLE SOUTH	SOC	110	SURVEY OF SOCIOLOGY	5.0	29	9.670	.32	MTWRF	DAY-ON-CAMPUS	0730	JONES,S	PT
	SSC	119	C WOMEN STUDIES/LECTURE	1.0	12	.800	.07	W	DAY-ON-CAMPUS	1230	CONSULTANT	V
SEATTLE SOUTH					41	10.470	.39					
SHORELINE	IASTU	200	INTRO INTRA AMER STUDIES	5.0	17	5.670	.34	MTWRF	DAY-ON-CAMPUS	1130	TAHA, K	FT
	IASTU	280	WOMEN-CAREER LIFE EXPLOR	5.0	29	9.670	.33	MTWRF	DAY-ON-CAMPUS	0830	HALSAN, J	FT
	IASTU	282	WOMEN-INSTEAD OF ABUSE	5.0	36	12.000	.34	MTWRF	DAY-ON-CAMPUS	0930	HALSAN, J	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	45	15.000	.33	MTWRF	DAY-ON-CAMPUS	0730	KEITH, L	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	43	14.330	.33	MTWRF	DAY-ON-CAMPUS	0830	KEITH, L	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	79	26.330	.50	MTWRF	DAY-ON-CAMPUS	0930	DURUZ, J	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	37	12.330	.36	MWF	DAY-ON-CAMPUS	0930	ROTH, R	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	34	11.330	.36	TRF	DAY-ON-CAMPUS	0930	ROTH, R	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	40	13.330	.50	MTWRF	DAY-ON-CAMPUS	1230	DURUZ, J	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	37	12.330	.34	MTWRF	DAY-ON-CAMPUS	0130	CLARKE, L	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	35	11.670	.33	T R	EVENING-ON-CAMPUS	0710	CLARKE, L	FT
	SOC	252	SOC OF THE FAMILY	5.0	15	5.000	.33	MTWRF	DAY-ON-CAMPUS	1130	CLARKE, L	FT
	SOC	280	INTRO TO CRIMINOLOGY	5.0	16	5.330	.33	T R	EVENING-ON-CAMPUS	0710	KEITH, L	ML
	SOC	298	SPECIAL PROJECT	2.0	2	.270	.02	ARR	DAY-ON-CAMPUS		ROTH, R	V
	SOC	299	SPECIAL PROJECT	3.0	2	.400	.02	ARR	DAY-ON-CAMPUS		ROTH, R	V
SHORELINE					467	154.990	4.76					
BELLEVUE	SOC	110	INTRO TO SOCIOLOGY	5.0	44	14.670	.34	MTWRF	DAY-ON-CAMPUS	0830	OURBIN V	PT
	SOC	110	INTRO TO SOCIOLOGY	5.0	49	16.330	.34	MTWRF	DAY-ON-CAMPUS	0930	ANDERSON B	FT
	SOC	110	INTRO TO SOCIOLOGY	5.0	46	15.330	.34	MTWRF	DAY-ON-CAMPUS	1230	BAILEY L	PT
	SOC	110	INTRO TO SOCIOLOGY	5.0	47	15.670	.33	MTWRF	DAY-ON-CAMPUS	0130	ANDERSON B	FT

SOCIOLOGY

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
BELLEVUE	SOC	110	INTRO TO SOCIOLOGY	5.0	38	12.670	.34	M W	DAY-ON-CAMPUS	0245	HEGER M	PT
	SOC	240	SOCIAL PSYCHOLOGY	5.0	47	15.670	.33	MTWRF	DAY-ON-CAMPUS	1030	ANDERSON B	FT
BELLEVUE					271	90.340	2.02					
HIGHLINE	SOC	110	SURVEY OF SOCIETY	5.0	37	12.330	.25	MTWRF	DAY-ON-CAMPUS	0800	UTIGARD C	FT
	SOC	110	SURVEY OF SOCIETY	5.0	39	13.000	.25	MTWRF	DAY-ON-CAMPUS	0900	UTIGARD C	FT
	SOC	110	HONORS SURVEY OF SOCIETY	5.0	1	.330	.25	MTWRF	DAY-ON-CAMPUS	0900	UTIGARD C	FT
	SOC	110	SURVEY OF SOCIETY	5.0	38	12.670	.34	MTWRF	DAY-ON-CAMPUS	1000	DODD W	FT
	SOC	110	SURVEY OF SOCIETY	5.0	38	12.670	.33	MTWRF	DAY-ON-CAMPUS	1200	DODD W	FT
	SOC	110	SURVEY OF SOCIETY	5.0	40	13.330	.33	T R	EVENING-ON-CAMPUS	0700	UTIGARD C	ML
	SOC	120	MARRIAGE & FAMILY	5.0	21	7.000	.33	M W	EVENING-ON-CAMPUS	0700	HORN A	PT
	SOC	210	CRIME AND JUSTICE	5.0	27	9.000	.33	MTWRF	DAY-ON-CAMPUS	0900	DODD W	FT
HIGHLINE					241	80.330	2.41					
GREEN RIVER	S SCI	200	INTRODUCTION TO LAW	5.0	3	1.000	.04	MTWRF	DAY-ON-CAMPUS	1000	WERNER J	FT
	S SCI	200	INTRODUCTION TO LAW	5.0	1	.330	.01	MTWRF	DAY-ON-CAMPUS	0100	WERNER J	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	39	13.000	.34	MTWRF	DAY-ON-CAMPUS	0800	GUINN S	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	38	12.670	.34	MTWRF	DAY-ON-CAMPUS	0900	SMITH P	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	33	11.000	.33	MTWRF	DAY-ON-CAMPUS	1100	GUINN S	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	31	10.330	.33	MTWRF	DAY-ON-CAMPUS	0100	SMITH P	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	37	12.330	.31	M W	EVENING-ON-CAMPUS	0700	GUINN S	ML
	SOC	140	CRIME & JUSTICE	5.0	34	11.330	.33	MTWRF	DAY-ON-CAMPUS	1100	SMITH P	FT
	SOC	201	SOCIAL PROBLEMS	5.0	34	11.330	.33	MTWRF	DAY-ON-CAMPUS	1000	GUINN S	FT
GREEN RIVER					250	83.320	2.36					
FT STEILACOOM	SOC	110	SURVEY SOC	5.0	34	11.330	.50	MTWRF	DAY-ON-CAMPUS	0800	HUTCHINSON	FT
	SOC	110	SURVEY SOC	5.0	48	16.000	.34	MTWRF	DAY-ON-CAMPUS	0900	MORTON	FT
	SOC	110	SURVEY SOC	5.0	38	12.670	.32	MTWRF	DAY-ON-CAMPUS	1200	WINDISCH D	PT
	SOC	110	SURVEY SOC	5.0	39	13.000	.32	MTWRF	DAY-ON-CAMPUS	0200	WINDISCH D	PT
	SOC	110	SURVEY SOC	5.0	37	12.330	.32	T R	EVENING-ON-CAMPUS	0530	KUHLMAN W	PT
	SOC	110	SURVEY SOC	5.0	7	2.330	.32	M W	EVENING-OFF-CAMPUS	0445	SWEET E	PT
	SOC	110	SURVEY SOC	5.0	17	5.670	.32	M W	EVENING-OFF-CAMPUS	0445	SWEET E	PT
	SOC	110	SUREY SOC	5.0	8	2.670	.32	S	DAY-OFF-CAMPUS	0800	SWEET E	PT
	SOC	110	SURVEY SOC	5.0	20	6.670	.32	M W	EVENING-OFF-CAMPUS	0530	THYSENS D	PT
	SOC	211	MARIAGE HOME	5.0	31	10.330	.33	MTWRF	DAY-ON-CAMPUS	1000	MORTON	FT
	SOC	215	DRUG/SOCIETY	5.0	15	5.000	.32	T R	EVENING-OFF-CAMPUS	0530	SWEET E	PT
	SOC	270	SOCL DISORG	5.0	30	10.000	.33	MTWRF	DAY-ON-CAMPUS	0800	JOHNSON M	FT
FT STEILACOOM					324	108.000	4.06					
CENTRALIA	SOCI	101	INTRODUCTION	5.0	40	13.330	.34	MTWRF	DAY-ON-CAMPUS	0900	NEWSOME	FT
	SOCI	101	INTRODUCTION	5.0	68	22.670	.33	MTWRF	DAY-ON-CAMPUS	1000	NEWSOME	FT

SOCIOLOGY

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CREO EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
CENTRALIA	SOCI	101	INTRODUCTION	5.0	14	4.670	.34	M W	EVENING-ON-CAMPUS	0730	RANDALL	PT
	SOCI	101	INTRODUCTION	5.0	15	5.000	.33	T R	EVENING-OFF-CAMPUS	0500	CARLSON	FT
	SOCI	125	MARRIAGE/FAM	5.0	33	11.000	.33	MTWRF	DAY-ON-CAMPUS	1200	NEWSOME	FT
	SOCI	125	MARRIAGE/FAM	5.0	11	3.670	.34	ARR	DAY-ON-CAMPUS	ARR	WATTERS	PT
	SOCI	136	WORKING	3.0	5	1.000	.05	M	EVENING-ON-CAMPUS	0700	PPUITT	V
	SOCI	141	DELINQUENCY	3.0	13	2.600	.13	ARR	DAY-ON-CAMPUS	ARR	BUTTERS	V
	SOCI	195	FIELD EXP	5.0	1	.330	.05	ARR	DAY-ON-CAMPUS	ARR	WOODWARD	MT
CENTRALIA					200	64.270	2.24					
GARRETT HEYNS	SOCS	090	HUMAN RELATN	2.0	26	3.470	.13	MTWRF	DAY-OFF-CAMPUS	1230	BIALOCK	CO
	SOCS	090	HUMAN RELATN	2.0	13	1.730	.07	MTWRF	DAY-OFF-CAMPUS	1230	BIALOCK	CO
	SOCS	091	A/D INFORM	2.0	26	3.470	.13	MTWRF	DAY-OFF-CAMPUS	0830	BIALOCK	CO
	SOCS	091	A/D INFORM	2.0	13	1.730	.06	MTWRF	DAY-OFF-CAMPUS	0830	BIALOCK	CO
GARRETT HEYNS					78	10.400	.39					
LOWER COLUMBIA	SOCY	101	INTRO SOCIOLOGY	5.0	33	11.000	.33	MTWRF	DAY-ON-CAMPUS	1000	SIMONS M	FT
	SOCY	101	INTRODUCTORY SOCIOLOGY	5.0	52	17.330	.33	MTWRF	DAY-ON-CAMPUS	1100	SHAW D	FT
	SOCY	101	INTRO-SOCIOLOGY	5.0	34	11.330	.33	MTWRF	DAY-ON-CAMPUS	0100	SHAW D	FT
	SOCY	240	COMMUNITY RESOURCES	5.0	15	5.000	.33	MTWRF	DAY-ON-CAMPUS	1100	LEMIEUX J	FT
	SOCY	299	INDEPENDENT STUDY	2.0	1	.130	.01	ARR	DAY-ON-CAMPUS	ARR	SHAW D	V
	WMST	150	INTRO WOMEN STUDIES	5.0	9	3.000	.48	MTWRF	DAY-ON-CAMPUS	1100	GRAY N	FT
	WMST	288	COOP WORK EXPERIENCE	1.0	1	.070	.02	ARR	DAY-ON-CAMPUS		BERGESON M	FT
	WMST	289	COOP WORK EXPER SEMINAR	1.0	1	.070	.02	R	DAY-ON-CAMPUS	1200	BERGESON M	FT
LOWER COLUMBIA					146	47.930	1.85					
CLARK	HDEV	117	BACK TO SCHOOL	2.0	28	3.730	.13	T R	DAY-ON-CAMPUS	0100	WATNE PATRIC	V
	SOC	101	GEN SOCIOLOGY	5.0	47	15.670	.33	MTWRF	DAY-ON-CAMPUS	0800	ALLRED GROVE	FT
	SOC	101	GEN SOCIOLOGY	5.0	47	19.670	.38	MTWRF	DAY-ON-CAMPUS	0900	KANO PHILLIP	FT
	SOC	101	GEN SOCIOLOGY	5.0	46	15.330	.33	MTWRF	DAY-ON-CAMPUS	1000	ALLRED GROVE	FT
	SOC	101	GEN SOCIOLOGY	5.0	52	17.330	.38	MTWRF	DAY-ON-CAMPUS	1100	KANO PHILLIP	FT
	SOC	101	GEN SOCIOLOGY	5.0	34	11.330	.35	M W	EVENING-ON-CAMPUS	0700	BROOKS J	PT
	SOC	290	SPECIAL PROJ	4.0	2	.530	.02	ARR	DAY-ON-CAMPUS	ARR	KANO P	V
	WS	101	INTRO WOMEN ST	3.0	28	5.600	.23	MWF	DAY-ON-CAMPUS	1100	DECKEP ARLEN	FT
	WS	150	WOMEN AWARE	3.0	14	2.800	.21	T R	DAY-OFF-CAMPUS	1100	WOODWARD T	PT
	WS	290	SPEC PROJECTS	2.5	2	.330	.02	ARR	DAY-ON-CAMPUS	ARR	WATNE PATRIC	V
CLARK					300	88.320	2.38					
WENATCHEE VAL	SOC	102	SOCIAL PRBMS	5.0	34	11.330	.34	MTWRF	DAY-ON-CAMPUS	1000	KALAHAP J	FT
	SOC	105	PRINC/SOC	5.0	34	11.330	.33	MTWRF	DAY-ON-CAMPUS	0800	STOWELL P	FT
	SOC	105	PRINC/SOC	5.0	23	7.670	.33	MTWRF	DAY-ON-CAMPUS	0100	STOWELL P	FT
	SOC	190	FALL WOMEN FORUM	1.0	4	.270	.04	S	DAY-OFF-CAMPUS	0900	EDWARDS L	V

SOCIOLOGY

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
WENATCHEE VAL					95	30.600	1.04					
YAKIMA VALLEY	SOC	101	INTRO SOCIOLOGY	5.0	27	9.000	.33	MTWRF	DAY-ON-CAMPUS	0730.	TURNER	FT
	SOC	101	INTRO SOCIOLOGY	5.0	30	10.000	.34	MTWRF	DAY-ON-CAMPUS	0830	BURNS	FT
	SOC	101	INTRO SOCIOLOGY	5.0	26	8.670	.33	MTWRF	DAY-ON-CAMPUS	1130	TURNER	FT
	SOC	101	INTRO SOCIOLOGY	5.0	22	7.330	.14	MTWRF	DAY-ON-CAMPUS	0110	CULBERTSON	FT
	SOC	101	INTRO SOCIOLOGY	5.0	28	9.330	.33	T R	DAY-ON-CAMPUS	0700	BURNS	FT
	SOC	102	CONTEM SOCIAL PROBLE	5.0	29	9.670	.33	MTWRF	DAY-ON-CAMPUS	1030	BURNS	FT
	SOC	190	COOP FIELD EXPER	4.0	11	2.930	.11	ARR	DAY-ON-CAMPUS	ARR	CULBERTSON	FT
	SOC	191	COOP FIELD EXPER	8.0	9	4.800	.22	ARR	DAY-ON-CAMPUS	ARR	CULBERTSON	FT
	SOC	192	COOP FIELD EXPERIENCE	3.0	6	1.200	.08	ARR	DAY-ON-CAMPUS	ARR	CULBERTSON	FT
	SOC	193	COOP COMMUNITY SERVICE	3.0	2	.400	.08	ARR	DAY-ON-CAMPUS	ARR	CULBERTSON	FT
YAKIMA VALLEY					190	63.330	2.29					
SPOKANE	GENST	101	GROW DEVELOP	2.0	24	3.200	.13	T R	DAY-ON-CAMPUS	1030	MICHAELSEN S	V
	GENST	130	WOMEN SEMINR	1.0	16	1.070	.07	R	DAY-ON-CAMPUS	1130	PACKER L	V
	SOC	101	INTRO SOC	5.0	43	14.330	.33	T R	DAY-ON-CAMPUS	0825	ROTH GO	FT
	SOC	101	INTRO SOC	5.0	46	15.330	.33	MTWRF	DAY-ON-CAMPUS	1130	BIRCHARD J	FT
	SOC	101	INTRO SOC	5.0	59	19.670	.33	MTWRF	DAY-ON-CAMPUS	0130	BIRCHARD J	FT
	SOC	101	INTRO SOC	5.0	48	16.000	.34	M W	EVENING-ON-CAMPUS	0530	BIRCHARD J	ML
	SOC	211	MARRIAGE FAM	5.0	32	10.670	.33	MTWRF	DAY-ON-CAMPUS	1130	KINNUNE R	FT
	SOC	240	SOC PROBLEMS	5.0	35	11.670	.33	MTWRF	DAY-ON-CAMPUS	1230	ROTH GO	FT
SPOKANE					303	91.940	2.19					
SPOKANE FALLS	GENST	101	GROW DEVELOP	2.0	23	3.070	.13	T R	DAY-ON-CAMPUS	0830	HAMMOND B	V
	GENST	130	WOMEN SEMINR	1.0	17	1.130	.07	T	DAY-ON-CAMPUS	1130	MICHAELSEN S	V
	GENST	130	WOMEN SEMINR	1.0	49	3.270	.07	T	EVENING-OFF-CAMPUS	0530	GOELLER G	PT
	SOC	101	INTRO SOC	5.0	30	10.000	.34	MTWRF	DAY-ON-CAMPUS	0730	FLETCHER O	FT
	SOC	101	INTRO SOC	5.0	55	18.330	.23	MTWRF	DAY-ON-CAMPUS	0830	HEALY J	FT
	SOC	101	INTRO SOC	5.0	59	19.670	.34	MTWRF	DAY-ON-CAMPUS	0930	GUSTAFSON H	FT
	SOC	101	INTRO SOC	5.0	58	19.330	.33	MTWRF	DAY-ON-CAMPUS	1030	FLETCHER O	FT
	SOC	101	INTRO SOC	5.0	57	19.000	.33	WRF	DAY-ON-CAMPUS	1125	GUSTAFSON H	FT
	SOC	101	INTRO SOC	5.0	32	10.670	.23	T R	DAY-ON-CAMPUS	1235	HEALY J	FT
	SOC	101	INTRO SOC	5.0	34	11.330	.33	ARR	DAY-ON-CAMPUS		KINNUNE R	FT
	SOC	101	INTRO SOC	5.0	20	6.670	.35	T R	DAY-ON-CAMPUS	0700	FLETCHER O	ML
	SOC	101	INTRO SOC	5.0	22	7.330	.35	MTWRF	DAY-OFF-CAMPUS	1010	JENSEN R	PT
	SOC	211	MARRIAGE FAM	5.0	34	11.330	.34	MTWRF	DAY-ON-CAMPUS	0930	KINNUNE R	FT
	SOC	211	MARRIAGE FAM	5.0	20	6.670	.33	MTWRF	DAY-ON-CAMPUS	1235	GUSTAFSON H	FT
	SOC	240	SOC PROBLEMS	5.0	32	10.670	.33	MTWRF	DAY-ON-CAMPUS	0830	FLETCHER O	FT
	SOC	266	SUPR WK SEM	2.0	2	.270	.14	ARR	DAY-ON-CAMPUS		HEALY J	ML
	SOC	267	SUPR WK EXP	6.7	3	1.340	.31	ARR	DAY-ON-CAMPUS		HEALY J	FT
	SOC	291	INDEP STUDY	2.3	3	.460	.03	ARR	DAY-ON-CAMPUS		HEALY J	V

SOCIOLOGY

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
SPOKANE FALLS					550	160.540	4.58					
BIG BEND	SOC	110	INTRD TO SOCIOLOGY	5.0	26	8.670	.33	MTWR	DAY-ON-CAMPUS	0100	ROGERS	FT
	SOC	220	MARRIAGE AND THE FAMILY	5.0	35	11.670	.33	MTWR	DAY-ON-CAMPUS	1030	ROGERS	FT
BIG BEND					61	20.340	.66					
COLUMBIA BASIN	SOC	101	INTRD TO SOC	5.0	41	13.670	.33	MTWRF	DAY-ON-CAMPUS	0800	SCHMEECKLE	FT
	SOC	101	INTRO TO SOC	5.0	46	15.330	.33	MTWRF	DAY-ON-CAMPUS	0100	SCHMEECKLE	FT
	SOC	101	INTRO TO SOC	5.0	28	9.330	.34	T R	EVENING-ON-CAMPUS	0730	SCHMEECKLE,R	ML
	SOC	151	HUMAN SEXUALITY	5.0	5	1.670	.06	MTWRF	DAY-ON-CAMPUS	1000	SCHMEECKLE,	FT
COLUMBIA BASIN					120	40.000	1.06					
WALLA WALLA	SOC	101	INTRD TO SOCIOLOGY	5.0	49	16.330	.20	MTWRF	DAY-ON-CAMPUS	1130	BARNES,J.	FT
	SOC	101	INTRO TO SOCIOLOGY	5.0	26	8.670	.20	MTWRF	DAY-ON-CAMPUS	0130	BARNES,J.	FT
	SOC	101	INTRO TO SOCIOLOGY	5.0	1	.330	.20	ARR	DAY-ON-CAMPUS	ARR	BARNES,J.	FT
	SOC	101	INTRO SOCIOLOGY	5.0	10	3.330	.33	MTWRF	DAY-OFF-CAMPUS	0300	BARNES,J.	FT
	SOC	101	INTRO SOCIOLOGY	5.0	3	1.000	.33	MTWR	EVENING-OFF-CAMPUS	0800	MCCAW,M.	FT
	SOC	107	HUMAN SER FIELD EXP	2.1	17	2.380	.09	ARR	DAY-ON-CAMPUS	ARR	WEINGART,K.	FT
	SOC	108	HUMAN SER FIELD EXP	2.0	2	.270	.01	ARR	DAY-ON-CAMPUS	ARR	WEINGART,K.	FT
	SOC	109	HUMAN SER FIELD EXP	3.0	2	.400	.01	ARR	DAY-ON-CAMPUS	ARR	WEINGART,K.	FT
	SOC	142	CHALLENGE OF RETIREMENT	1.0	19	1.270	.03	R	DAY-ON-CAMPUS	0830	JAMISON,R.	PT
	SOC	201	INTRO TO SOCIAL PROBLEMS	5.0	27	9.000	.33	MTWRF	DAY-OFF-CAMPUS	1200	MCCAW,M.	FT
WALLA WALLA					156	42.980	1.73					
WHATCOM	SOCIO	110	INTRO SOCIOLOGY	5.0	1	.330	.01	ARR	EVENING-OFF-CAMPUS		DEIRO,J	FT
	SOCIO	110	INTRO SOCIOLOGY	5.0	25	8.330	.34	M W	DAY-OFF-CAMPUS	0910	VEACH,R	FT
	SOCIO	110	INTRO SOCIOLOGY	5.0	16	5.330	.33	M W	EVENING-OFF-CAMPUS	0700	VEACH,R	FT
	SOCIO	190	JUVENILE LAW	3.0	1	.200	.03	ARR	EVENING-OFF-CAMPUS		MILLER,S	FT
	SOCIO	215	SOCIAL DEVIANCE	5.0	17	5.670	.33	T R	DAY-OFF-CAMPUS	0100	VEACH,R	FT
	SPCH	200	FREE SPEECH	5.0	9	3.000	.38	MTWR	DAY-OFF-CAMPUS	1020	LEWIS,L	FT
WHATCOM					69	22.860	1.42					
TACOMA	SOC	090	CONTEMP SOC PROBLEMS	5.0	38	12.670	.33	MTWRF	DAY-ON-CAMPUS	1130	ADAMS R	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	49	16.330	.34	T R	DAY-ON-CAMPUS	0800	JANSEN L	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	51	17.000	.34	MTWRF	DAY-ON-CAMPUS	0830	SUNDGREN A	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	57	19.000	.33	MTWRF	DAY-ON-CAMPUS	0930	SUNDGREN A	FT
	SOC	110	SURVEY OF SOCIOLOGY	5.0	62	20.670	.33	MTWRF	DAY-ON-CAMPUS	1030	JANSEN L	FT
	SOC	141	HUMAN SEXUALITY	5.0	26	8.670	.33	MTWR	DAY-ON-CAMPUS	1230	JANSEN L	FT
	SOC	152	MARRIAGE & THE FAMILY	5.0	33	11.000	.33	MTWRF	DAY-ON-CAMPUS	0930	FALK R	FT
	SOC	271	DEVIANT BEHAVIOR	5.0	18	6.000	.33	MTWRF	DAY-ON-CAMPUS	1130	SUNDGREN A	FT

SOCIOLOGY

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
TACOMA					334	111.340	2.66					
EDMONDS	SOCIO	110	SURVEY OF SOCIOLOGY	5.0	40	13.330	.32	MTWR	DAY-ON-CAMPUS	0110	MARTIN A	FT
	SOCIO	110	SURVEY OF SOCIOLOGY	5.0	47	15.670	.33	T R	EVENING-ON-CAMPUS	0545	MARTIN A	FT
	SOCIO	214	THE FAMILY	5.0	30	10.000	.33	MTWRF	DAY-ON-CAMPUS	1100	MARTIN A	FT
	SOCSC	116	WORKING:CHANGES/CHOICES	3.0	2	.400	.04	ARR	EVENING-OFF-CAMPUS	ARR	RIGHI M	ML
EDMONDS					119	39.400	1.02					
					5,441	1,711.100	52.97					

COLLEGE NAME	DIV. DEPT	COUR NUM.	COURSE TITLE	CRED EQUV	TENTH ENROLL	STUDENT FTE	FTE FACULTY	DAY OF WEEK	TIME/LOCATION	START TIME	INSTRUCTOR NAME	EMPLOY STATUS
					32,938	9,862.530	340.99					

CHAPTER 4

STUDENT CHARACTERISTICS

IV. STUDENT CHARACTERISTICS

The following tables include information about selected characteristics of students enrolled in the humanities for fall quarters 1979, 1980, and 1981. The data are not entirely compatible with enrollment data previously displayed nor will they match up precisely with the information contained on the course schedule print outs. FTE generating data must include duplicated headcount; however, students enrolled in two or more humanities classes contribute only once to a set of student characteristics. Furthermore, it has not been possible to extract the characteristics of students enrolled in non-humanities classes such as physical anthropology. These enrollments had been factored out in the course enrollment tables. In most instances, this will not cause a problem since the characteristics of students enrolled in physical anthropology are unlikely to be significantly different from those enrolled in cultural anthropology. Occasionally, in small groups, course coding errors can lead to confusion. For example, in Table 2-E-80, ETHNIC STUDIES, the average age of all students enrolled in Ethnic Studies in the System is 31. For Lower Columbia College, the average is listed as 60. The reason for this is that LCC has chosen to code senior studies courses (Armchair Travel) under Ethnic Studies. The number of seniors enrolled overwhelms the 13 students enrolled in the North American Indian course. However, the seniors were factored out of the course enrollment reports but the same thing could not be done for student characteristics since these are not reported on a course-by-course basis. For the most part, such misleading information is rare and when it does exist, the underlying reasons can be determined by an examination of the appropriate course schedule print out. If the information is examined as a general indicator of student characteristics, it is believed to be sufficiently accurate.

The column headings are to be interpreted as follows:

A. Headcount

This is recorded as the total number of unduplicated students in each humanities HEGIS grouping. There may be duplications between HEGIS groupings, however.

B. Transfer/General Studies

This is expressed as a percentage of the total enrollment and is derived from student intent as expressed at the time of registration. Students have a variety of options to check and four of those are combined under this heading. They are:

1. General Studies--Degree/Certificate
2. Transfer
3. General Studies--Non-Degree/Certificate
4. General Studies--Undecided

C. Occupational Preparatory--Accepted

This is expressed as a percentage of the total enrollment and is derived from student intent which signifies that the student is enrolled in an occupational preparatory program. The intent of the column is to show the degree to which humanities offerings are enrolling what are generally full-time vocational students.

D. Average Credit Load

This is derived by taking the total number of credits in which students in the humanities classes are enrolled and dividing the total by the number of students.

E. DOC/Day-On-Campus

This heading signifies the percentage of STUDENTS--not sections--which are enrolled in classes offered during the day and on campus.

F. Male

This simply indicates the percentage of enrolled students who are male. It runs about 50/50 overall in the humanities with more men likely to enroll in political science, for example, as contrasted to the higher enrollment of women in foreign languages.

G. Average Age

This is self-explanatory.

Other student characteristics are recorded in MIS reports but the foregoing are believed to be the most pertinent to the purposes of the project.

H. Tables 2-A-79, 2-A-80, and 2-A-81

These tables show system totals for selected student characteristics for each of the HEGIS groupings which fall within the humanities.

I. Tables 2-B-79, 2-B-80, 2-B-81, and Others

Tables 2-B-79, 2-B-80, and 2-B-81 shows college totals for selected student characteristics for anthropology. All following tables contain similar information displayed by HEGIS groupings.

Student characteristics should be of interest to faculty and administrators involved with course development and scheduling. If several colleges attract an unusually high percentage of occupational preparatory students to enroll in certain humanities courses, one might be interested in looking at the Course Schedule Section of the book to see what, if any, unique courses or scheduling techniques may have been used to account for unusual enrollment patterns. The name of the instructor is available if one feels further investigation is warranted.

A high percentage of off-campus enrollments may suggest other ways of serving additional potential students. Large differences in average credit loads may encourage examinations of advising procedures.

There are many potential uses of student characteristics data. Much will depend on the creativity, energy and enthusiasm of the reader. These qualities have always existed in good measure in the past, but the information has not been available so that the qualities may be fully applied. It will be interesting to see what the results are now that the information is available.

TABLES OF STUDENTS CHARACTERISTICS

Table 2 - A - 79

STUDENT CHARACTERISTICS FALL QUARTER 1979

HUMANITIES SUMMARY

	UNDUPLIC. HEADCOUNT	TRANSFER/ GEN. STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	29,289	79%	9%	13	78%	46%	26
Anthropology	1,770	87	7	14	86	50	24
Art History	1,263	76	16	15	94	42	24
English as a Second Language	872	50	3	12	62	51	29
Ethnic Studies	395	80	5	12	71	42	29
Foreign Language	5,700	82	6	11	60	40	29
History	4,656	83	7	14	83	51	24
Humanities & Social Science	840	82	9	14	77	45	26
Literature	2,083	80	10	14	80	41	26
Music History	1,273	85	9	16	90	56	24
Philosophy	2,539	83	8	14	85	53	25
Political Science	1,696	78	9	14	83	57	24
Social Science	1,049	64	10	10	72	42	31
Sociology	5,153	72	14	14	84	41	25

Table 2 - A - 80

STUDENT CHARACTERISTICS FALL QUARTER 1980

HUMANITIES SUMMARY

	UNDUPLIC. HEADCOUNT	TRANSFER/ GEN. STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	32,734	80%	9%	13	80%	51%	25
Anthropology	1,968	85	8	14	83	51	24
Art History	1,419	76	16	15	88	45	25
English as a Second Language	735	78	5	13	88	58	27
Ethnic Studies	427	85	7	12	71	43	31
Foreign Language	5,847	84	6	11	64	41	28
History	5,713	84	6	14	82	53	24
Humanities & Social Science	1,151	83	9	13	73	43	27
Literature	2,282	82	7	14	81	41	25
Music History	1,323	85	7	16	94	57	23
Philosophy	2,730	86	8	15	87	54	24
Political Science	2,155	81	9	14	85	60	23
Social Science	956	51	18	11	77	42	29
Sociology	6,028	72	14	14	84	41	25

Table 2 - A1 + 81

STUDENT CHARACTERISTICS FALL QUARTER 1981

HUMANITIES SUMMARY

	UNDUPLIC. HEADCOUNT	TRANSFER/ GEN. STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-C-C %	MALE %	AVERAGE AGE
SYSTEM	30,046	81%	10%	14	82%	49%	25
Anthropology	2,193	86	8	14	82	50	24
Art History	1,575	79	14	14	85	47	25
English as a Second Language	579	79	9	14	91	61	27
Ethnic Studies	303	92	5	13	74	46	29
Foreign Language	4,290	85	8	13	78	42	26
History	5,336	85	7	14	86	55	23
Humanities & Social Science	1,171	82	7	13	76	49	26
Literature	2,413	81	10	13	82	42	24
Music History	1,380	87	8	15	91	55	24
Philosophy	2,684	85	9	14	86	53	24
Political Science	2,102	80	11	14	88	60	23
Social Science	740	45	15	10	85	38	30
Sociology	5,280	73	14	14	86	44	24

Table 2 - B - 79

STUDENT CHARACTERISTICS FALL QUARTER 1979

ANTHROPOLOGY

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	1,770	87%	7%	14	86%	50%	24
Peninsula	20	100	--	16	100	45	26
Grays Harbor	12	92	8	17	100	50	31
Olympic	45	93	4	13	60	73	27
Skagit Valley	9	78	11	15	11	33	32
Everett	44	86	9	12	36	55	26
Edmonds	64	89	8	15	80	39	26
Seattle Central	91	95	1	15	87	54	25
Seattle North	60	92	3	14	100	38	25
Seattle South	49	100	--	12	100	33	33
Shoreline	164	85	4	15	100	46	21
Bellevue	248	83	6	14	92	46	23
Highline	156	93	4	14	90	43	22
Green River	114	91	5	13	80	53	23
Ft. Steilacoom	218	87	7	15	94	61	24
Centralia	24	88	4	17	100	75	22
Lower Columbia	8	100	--	15	100	38	21
Clark	16	63	19	16	100	50	25
Wenatchee Valley	45	93	4	14	80	49	25
Yakima Valley	16	50	13	17	100	50	22
Spokane	31	90	--	17	100	40	25
Spokane Falls	99	80	20	15	100	55	25
Big Bend	21	76	24	18	100	57	21
Columbia Basin	72	83	10	15	68	57	24
Walla Walla	4	75	--	16	--	100	33
Whatcom	41	98	2	12	--	51	27
Tacoma	99	82	13	14	87	48	27

Table 2 - B - 80

STUDENT CHARACTERISTICS FALL QUARTER 1980

ANTHROPOLOGY *

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	1,968	85%	8%	14	83%	51%	24
Peninsula	28	86	7	14	100	32	26
Grays Harbor	9	100	--	16	100	33	23
Olympic	60	88	5	14	53	73	28
Skagit Valley	11	82	9	13	--	55	30
Everett	54	91	--	15	100	39	26
Edmonds	87	97	3	12	68	46	25
Seattle Central	67	88	3	15	100	60	24
Seattle North	73	79	4	15	100	41	24
Seattle South	36	97	3	16	100	50	24
Shoreline	170	78	8	14	88	44	23
Bellevue	228	87	9	13	88	44	23
Highline	170	79	17	14	87	40	23
Green River	125	95	3	14	84	59	23
Ft. Steilacoom	248	83	12	15	85	59	25
Centralia	54	91	--	12	59	65	28
Lower Columbia	10	70	30	15	100	30	27
Clark	35	60	14	16	100	51	23
Wenatchee Valley	27	96	4	18	100	63	20
Yakima Valley	28	64	4	17	100	68	23
Spokane	45	91	2	16	100	53	23
Spokane Falls	112	91	9	14	100	53	25
Big Bend	26	77	19	17	100	42	23
Columbia Basin	67	88	3	14	66	46	23
Walla Walla	19	89	11	15	--	100	34
Whatcom	56	88	9	14	--	50	26
Tacoma	123	83	11	15	89	49	26

* Includes characteristics of students also enrolled in physical anthropology which is not included within the humanities.

Table 2 - B - 81

STUDENT CHARACTERISTICS FALL QUARTER 1981

ANTHROPOLOGY *

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	2,193	86%	8%	14	82%	50%	24
Peninsula	29	93	3	13	100	38	25
Grays Harbor	12	92	8	17	100	75	23
Olympic	95	91	5	12	57	60	26
Skagit Valley	45	82	9	14	51	60	28
Everett	44	82	9	11	39	45	28
Edmonds	77	84	12	13	78	44	24
Seattle Central	188	87	5	14	84	44	25
Seattle North	86	76	11	13	100	42	23
Seattle South	50	90	10	13	100	39	29
Shoreline	169	73	5	15	100	45	23
Bellevue	252	92	6	13	83	45	24
Highline	149	81	16	13	77	42	23
Green River	145	89	10	14	81	52	22
Ft. Steilacoom	245	89	7	14	84	62	24
Centralia	22	95	5	16	100	45	24
Lower Columbia	40	83	15	15	100	48	24
Clark	20	65	15	15	100	68	23
Wenatchee Valley	36	94	3	15	100	69	24
Yakima Valley	37	92	5	15	100	65	24
Spokane	45	87	4	16	100	41	22
Spokane Falls	126	94	4	15	87	50	25
Big Bend	20	70	30	15	100	60	23
Columbia Basin	73	89	5	15	66	53	24
Walla Walla	12	100	**	**	**	**	**
Whatcom	39	97	--	13	--	33	25
Tacoma	137	85	13	13	77	55	25

* Includes characteristics of students also enrolled in physical anthropology which is not cluded within the humanities.

t reported.

Table 2 - C - 79

STUDENT CHARACTERISTICS FALL QUARTER 1979

ART HISTORY

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	1263	75%	16%	15	94%	42%	24
Peninsula	15	93	7	16	100	60	27
Grays Harbor	32	94	--	15	100	41	23
Olympic	24	92	4	13	100	38	28
Skagit Valley	23	78	9	17	100	37	22
Everett	20	55	30	16	100	30	26
Edmonds	19	95	--	14	100	11	31
Seattle Central	42	95	--	8	38	45	29
Seattle North	42	90	7	15	100	31	27
Seattle South	31	94	3	13	74	50	29
Shoreline	18	89	6	12	100	19	27
Bellevue	37	65	16	14	100	16	28
Highline	24	92	4	13	100	38	23
Green River	25	96	--	15	100	28	25
Ft. Steilacoom	78	82	13	15	100	41	25
Centralia	61	90	10	17	100	61	21
Lower Columbia	24	92	8	15	100	33	22
Clark	137	57	17	16	98	52	23
Wenatchee Valley	81	94	2	14	91	44	25
Yakima Valley	55	69	7	16	100	45	24
Spokane	71	66	23	16	100	38	23
Spokane Falls	217	49	50	16	93	44	24
Big Bend	--	--	--	--	--	--	--
Columbia Basin	92	88	3	17	89	38	22
Walla Walla	24	50	14	19	96	35	21
Whatcom	--	--	--	--	--	--	--
Tacoma	72	83	8	14	100	42	26

Table 2 - C - 80

STUDENT CHARACTERISTICS FALL QUARTER 1980

ART HISTORY

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	1,419	76%	16%	15	88%	45%	25
Peninsula	--	--	--	--	--	--	--
Grays Harbor	56	91	2	13	77	38	27
Olympic	29	93	--	13	100	62	25
Skagit Valley	59	90	5	13	68	44	24
Everett	--	--	--	--	--	--	--
Edmonds	32	100	--	15	100	41	30
Seattle Central	65	42	8	10	65	52	28
Seattle North	83	92	5	13	80	38	27
Seattle South	34	94	3	16	100	54	24
Shoreline	21	95	5	11	100	19	27
Bellevue	44	75	25	14	100	25	25
Highline	24	88	8	14	100	33	24
Green River	38	84	5	16	100	39	25
Ft. Steilacoom	66	95	3	15	98	48	22
Centralia	66	92	6	16	100	61	22
Lower Columbia	22	95	5	16	100	32	25
Clark	120	53	16	14	88	50	23
Wenatchee Valley	49	94	6	16	100	42	23
Yakima Valley	48	72	10	16	100	52	24
Spokane	88	39	48	18	100	51	24
Spokane Falls	244	55	45	15	84	40	24
Big Bend	--	--	--	--	--	--	--
Columbia Basin	136	93	--	16	88	46	23
Walla Walla	22	73	9	14	100	23	27
Whatcom	23	100	--	15	--	61	27
Tacoma	50	74	16	15	100	48	26

Table 2 - C - 81

STUDENT CHARACTERISTICS, FALL QUARTER 1981

ART HISTORY

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	1,575	79%	14%	14	85%	47%	25
Peninsula	--	--	--	--	--	--	--
Grays Harbor	21	100	--	16	100	33	22
Olympic	42	90	5	14	100	36	26
Skagit Valley	60	80	5	13	53	58	29
Everett	36	56	39	15	100	28	24
Edmonds	27	93	4	14	100	33	25
Seattle Central	74	81	8	10	46	43	28
Seattle North	62	95	2	13	100	41	25
Seattle South	23	91	9	13	100	43	24
Shoreline	22	77	14	14	100	34	25
Bellevue	45	56	44	12	100	13	28
Highline	22	91	5	14	100	50	26
Green River	36	92	6	15	100	28	24
Ft. Steilacoom	94	88	7	12	84	51	22
Centralia	73	97	3	18	100	57	20
Lower Columbia	20	85	10	16	100	25	26
Clark	136	42	29	15	96	46	23
Wenatchee Valley	72	92	4	17	96	60	22
Yakima Valley	69	94	3	16	100	59	24
Spokane	83	70	14	17	100	42	24
Spokane Falls	286	66	28	15	76	45	25
Big Bend	--	--	--	--	--	--	--
Columbia Basin	143	94	3	16	85	49	23
Walla Walla	60	80	8	6	37	77	29
Whatcom	17	94	--	13	--	61	26
Tacoma	52	88	12	15	100	64	25

Table 2 - D - 79

STUDENT CHARACTERISTICS FALL QUARTER 1979

ENGLISH AS A SECOND LANGUAGE

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	872	50%	3%	12	62%	51%	29
Peninsula	--	--	--	--	--	--	--
Grays Harbor	13	--	--	6	15	46	24
Olympic	--	--	--	--	--	--	--
Skagit Valley	44	41	--	7	7	40	28
Everett	96	6	2	16	71	51	34
Edmonds	--	--	--	--	--	--	--
Seattle Central	--	--	--	--	--	--	--
Seattle North	--	--	--	--	--	--	--
Seattle South	--	--	--	--	--	--	--
Shoreline	223	92	5	13	71	50	28
Bellevue	153	82	--	4	57	37	34
Highline	34	94	3	17	100	51	23
Green River	--	--	--	--	--	--	--
Ft. Steilacoom	75	29	--	14	37	43	34
Centralia	--	--	--	--	--	--	--
Lower Columbia	--	--	--	--	--	--	--
Clark	--	--	--	--	--	--	--
Wenatchee Valley	2	--	100	18	100	50	39
Yakima Valley	22	73	9	19	100	86	23
Spokane	--	--	--	--	--	--	--
Spokane Falls	57	96	--	6	--	44	29
Big Bend	29	90	3	16	100	69	25
Columbia Basin	--	--	--	--	--	--	--
Walla Walla	3	33	33	*	100	100	23
Whatcom	16	75	--	12	--	69	25
Tacoma	105	90	2	16	100	75	23

orting Error

Table 2 - D - 80

STUDENT CHARACTERISTICS FALL QUARTER 1980

ENGLISH AS A SECOND LANGUAGE

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	735	78%	5%	13	82%	58%	27
Peninsula	--	--	--	--	--	--	--
Grays Harbor	--	--	--	--	--	--	--
Olympic	--	--	--	--	--	--	--
Skagit Valley	--	--	--	--	--	--	--
Everett	--	--	--	--	--	--	--
Edmonds	24	92	4	15	100	40	24
Seattle Central	--	--	--	--	--	--	--
Seattle North	49	47	8	14	100	47	26
Seattle South	49	90	8	16	100	57	25
Shoreline	151	57	8	15	100	55	26
Bellevue	142	96	1	4	50	35	36
Highline	47	62	15	14	100	52	26
Green River	--	--	--	--	--	--	--
Ft. Steilacoom	39	77	5	15	100	64	24
Centralia	--	--	--	--	--	--	--
Lower Columbia	11	36	9	15	100	68	32
Clark	--	--	--	--	--	--	--
Wenatchee Valley	4	--	--	20	100	--	28
Yakima Valley	36	94	--	18	100	82	24
Spokane	--	--	--	--	--	--	--
Spokane Falls	--	--	--	--	--	--	--
Big Bend	35	94	3	16	100	91	24
Columbia Basin	--	--	--	--	--	--	--
Walla Walla	2	--	--	25	100	*	31
Whatcom	15	53	7	12	--	60	25
Tacoma	131	92	1	17	100	80	23

* Reporting Error

Table 2 - D - 81

STUDENT CHARACTERISTICS FALL QUARTER 1981

ENGLISH AS A SECOND LANGUAGE

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	579	89%	9%	14	91%	61%	27
Peninsula	--	--	--	--	--	--	--
Grays Harbor	--	--	--	--	--	--	--
Olympic	--	--	--	--	--	--	--
Skagit Valley	--	--	--	--	--	--	--
Everett	--	--	--	--	--	--	--
Edmonds	33	55	27	17	100	70	25
Seattle Central	--	--	--	--	--	--	--
Seattle North	53	57	17	14	100	43	28
Seattle South	42	90	10	16	100	76	25
Shoreline	91	62	8	16	100	63	26
Bellevue	115	97	1	5	52	34	35
Highline	47	77	17	16	100	66	26
Green River	--	--	--	--	--	--	--
Ft. Steilacoom	51	90	2	15	100	73	22
Centralia	--	--	--	--	--	--	--
Lower Columbia	22	9	45	14	100	66	31
Clark	--	--	--	--	--	--	--
Wenatchee Valley	1	--	--	5	100	100	33
Yakima Valley	14	86	14	16	100	86	23
Spokane	--	--	--	--	--	--	--
Spokane Falls	--	--	--	--	--	--	--
Big Bend	39	97	--	17	100	73	23
Columbia Basin	--	--	--	--	--	--	--
Walla Walla	--	--	--	--	--	--	--
Whatcom	--	--	--	--	--	--	--
Tacoma	71	99	--	16	100	79	25

Table 2 - E - 79

STUDENT CHARACTERISTICS FALL QUARTER 1979

ETHNIC STUDIES

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	395	80%	5%	12	71%	42%	29
Peninsula	--	--	--	--	--	--	--
Grays Harbor	--	--	--	--	--	--	--
Olympic	--	--	--	--	--	--	--
Skagit Valley	78	78	3	10	49	28	35
Everett	--	--	--	--	--	--	--
Edmonds	--	--	--	--	--	--	--
Seattle Central	54	93	2	13	100	44	26
Seattle North	29	93	3	12	62	57	25
Seattle South	--	--	--	--	--	--	--
Shoreline	74	88	7	17	100	43	22
Bellevue	15	87	7	15	100	73	21
Highline	--	--	--	--	--	--	--
Green River	--	--	--	--	--	--	--
Ft. Steilacoom	72	79	15	13	64	38	29
Centralia	--	--	--	--	--	--	--
Lower Columbia	--	--	--	--	--	--	--
Clark	--	--	--	--	--	--	--
Wenatchee Valley	33	91	--	12	76	64	25
Yakima Valley	17	53	12	13	100	53	32
Spokane	--	--	--	--	--	--	--
Spokane Falls	--	--	--	--	--	--	--
Big Bend	--	--	--	--	--	--	--
Columbia Basin	--	--	--	--	--	--	--
Walla Walla	--	--	--	--	--	--	--
Whatcom	23	100	--	15	--	39	26
Tacoma	--	--	--	--	--	--	--

Table 2 - E - 80

STUDENT CHARACTERISTICS FALL QUARTER 1980

ETHNIC STUDIES

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	427	85%	7%	12	71%	43%	31
Peninsula	--	--	--	--	--	--	--
Grays Harbor	--	--	--	--	--	--	--
Olympic	--	--	--	--	--	--	--
Skagit Valley	36	81	8	17	100	60	21
Everett	--	--	--	--	--	--	--
Edmonds	--	--	--	--	--	--	--
Seattle Central	91	87	4	15	100	51	26
Seattle North	30	80	3	14	100	50	22
Seattle South	29	79	14	11	100	45	30
Shoreline	53	89	9	13	81	31	23
Bellevue	--	--	--	--	--	--	--
Highline	--	--	--	--	--	--	--
Green River	--	--	--	--	--	--	--
Ft. Steilacoom	58	86	9	13	74	53	29
Centralia	--	--	--	--	--	--	--
Lower Columbia *	86	97	3	3	8	23	60
Clark	--	--	--	--	--	--	--
Wenatchee Valley	--	--	--	--	--	--	--
Yakima Valley	24	38	13	17	96	42	27
Spokane	--	--	--	--	--	--	--
Spokane Falls	--	--	--	--	--	--	--
Big Bend	3	67	--	4	--	--	37
Columbia Basin	--	--	--	--	--	--	--
Walla Walla	--	--	--	--	--	--	--
Whatcom	17	88	12	11	--	47	25
Tacoma	--	--	--	--	--	--	--

*Invalid because data includes enrollment in courses not included within the humanities.

Table 2 - E - 81

STUDENT CHARACTERISTICS FALL QUARTER 1981

ETHNIC STUDIES

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	303	92%	5%	13	74%	46%	29
Peninsula	--	--	--	--	--	--	--
Grays Harbor	--	--	--	--	--	--	--
Olympic	--	--	--	--	--	--	--
Skagit Valley	21	81	--	15	100	52	21
Everett	--	--	--	--	--	--	--
Edmonds	--	--	--	--	--	--	--
Seattle Central	32	81	16	15	100	53	25
Seattle North	33	97	--	13	100	42	21
Seattle South	--	--	--	--	--	--	--
Shoreline	71	87	10	16	100	52	23
Bellevue	--	--	--	--	--	--	--
Highline	--	--	--	--	--	--	--
Green River	--	--	--	--	--	--	--
Ft. Steilacoom	27	89	4	14	96	52	29
Centralia	--	--	--	--	--	--	--
Lower Columbia	55	98	--	2	2	21	67
Clark	--	--	--	--	--	--	--
Wenatchee Valley	41	100	--	17	100	66	19
Yakima Valley	--	--	--	--	--	--	--
Spokane	--	--	--	--	--	--	--
Spokane Falls	--	--	--	--	--	--	--
Big Bend	--	--	--	--	--	--	--
Columbia Basin	--	--	--	--	--	--	--
Walla Walla	--	--	--	--	--	--	--
Whatcom	23	96	4	12	--	35	24
Tacoma	--	--	--	--	--	--	--

Table 2 - F - 79

STUDENT CHARACTERISTICS, FALL QUARTER 1979

FOREIGN LANGUAGE

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	5700	82%	6%	11	60%	40%	29
Peninsula	112	86	4	10	60	30	33
Grays Harbor	99	94	4	10	65	42	34
Olympic	126	83	8	13	83	48	27
Skagit Valley	171	80	4	11	42	44	33
Everett	201	90	6	11	74	40	29
Edmonds	136	90	3	12	76	46	27
Seattle Central	241	90	4	13	88	41	26
Seattle North	291	86	3	11	66	44	26
Seattle South	71	97	3	10	55	56	30
Shoreline	398	92	6	11	70	42	27
Bellevue	644	88	3	8	41	39	31
Highline	475	89	4	10	65	35	26
Green River	211	93	7	15	96	44	23
Ft. Steilacoom	202	83	9	14	80	42	25
Centralia	201	97	0	12	59	38	28
Lower Columbia	57	67	16	12	63	34	25
Clark	351	42	11	11	57	37	26
Wenatchee Valley	155	79	5	10	56	35	28
Yakima Valley	280	53	6	9	45	29	31
Spokane	43	84	7	16	100	23	25
Spokane Falls	431	84	11	10	58	38	32
Big Bend	90	71	11	10	56	42	30
Columbia Basin	204	85	6	12	62	44	29
Walla Walla	144	38	10	12	51	46	28
Whatcom	45	89	--	9	--	44	30
Tacoma	321	89	2	8	44	47	35

Table 2 - F - 80

STUDENT CHARACTERISTICS FALL QUARTER 1980

FOREIGN LANGUAGE

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	5847	84%	6%	11	64%	41%	28
Peninsula	170	88	2	9	47	38	38
Grays Harbor	124	87	7	10	55	43	31
Olympic	99	86	8	15	100	44	24
Skagit Valley	142	92	4	12	46	44	30
Everett	215	87	4	12	83	39	27
Edmonds	166	78	6	13	87	38	24
Seattle Central	268	89	6	14	88	45	26
Seattle North	348	89	4	11	65	45	27
Seattle South	69	99	1	11	74	33	28
Shoreline	356	90	5	13	79	47	26
Bellevue	614	94	5	8	48	41	30
Highline	547	86	9	10	62	39	27
Green River	218	94	3	13	84	47	25
Ft. Steilacoom	262	92	5	11	59	38	31
Centralia	212	91	1	12	60	46	28
Lower Columbia	57	75	12	12	82	33	31
Clark	303	39	9	12	66	36	22
Wenatchee Valley	122	75	13	13	77	23	27
Yakima Valley	355	58	6	9	43	42	32
Spokane	36	92	--	17	100	25	20
Spokane Falls	334	89	6	12	72	37	28
Big Bend	145	72	15	10	51	47	31
Columbia Basin	210	87	4	12	58	37	31
Walla Walla	151	83	7	14	64	39	29
Whatcom	38	89	3	10	--	53	28
Tacoma	286	85	2	8	50	39	31

Table 2 - F - 81

STUDENT CHARACTERISTICS FALL QUARTER 1981

FOREIGN LANGUAGE

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	4290	85%	8%	13	78%	42%	26
Peninsula	68	81	10	14	100	32	25
Grays Harbor	59	93	7	16	100	46	23
Olympic	109	87	5	15	100	40	25
Skagit Valley	125	88	6	12	62	40	34
Everett	165	84	8	13	92	38	27
Edmonds	164	90	5	14	87	39	25
Seattle Central	192	89	7	13	89	47	27
Seattle North	250	82	7	12	82	42	26
Seattle South	40	98	3	15	100	49	26
Shoreline	273	89	7	14	92	46	23
Bellevue	437	92	5	10	60	39	27
Highline	344	80	15	13	85	43	23
Green River	224	90	7	15	94	48	23
Ft. Steilacoom	188	90	4	9	55	45	32
Centralia	148	91	3	14	84	36	24
Lower Columbia	72	75	11	13	74	41	29
Clark	292	43	19	12	71	44	23
Wenatchee Valley	40	90	3	16	100	43	23
Yakima Valley	145	88	6	11	66	46	27
Spokane	39	85	10	18	100	29	21
Spokane Falls	331	95	2	13	76	29	32
Big Bend	68	78	12	10	50	49	31
Columbia Basin	164	90	4	14	79	37	28
Walla Walla	155	91	6	10	61	53	28
Whatcom	48	94	2	11	--	40	28
Tacoma	150	88	8	13	100	40	26

Table 2 - G - 79

STUDENT CHARACTERISTICS FALL QUARTER 1979

HISTORY

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	4656	83%	7%	14	83%	51%	24
Peninsula	66	89	3	12	70	50	33
Grays Harbor	148	90	5	16	100	48	21
Olympic	187	75	9	14	76	64	24
Skagit Valley	233	84	2	14	53	55	27
Everett	164	79	9	15	88	48	23
Edmonds	124	90	2	16	100	55	23
Seattle Central	184	89	8	12	90	41	27
Seattle North	119	87	7	14	92	45	25
Seattle South	41	100	--	16	100	48	26
Shoreline	380	92	6	15	93	55	23
Bellevue	199	78	7	14	92	52	24
Highline	321	89	3	13	82	44	24
Green River	237	75	7	14	81	54	22
Ft. Steilacoom	466	87	7	15	89	53	24
Centralia	202	88	3	13	67	49	25
Lower Columbia	106	79	15	14	96	51	22
Clark	199	57	18	14	85	45	23
Wenatchee Valley	104	94	1	17	100	55	20
Yakima Valley	127	66	2	16	94	58	23
Spokane	133	89	5	15	95	53	24
Spokane Falls	336	81	15	14	85	49	24
Big Bend	24	71	29	17	100	63	24
Columbia Basin	126	92	2	17	100	50	22
Walla Walla	127	57	7	17	43	78	28
Whatcom	101	93	1	11	--	47	25
Tacoma	202	75	2	13	75	46	28

Table 2 - G - 80

STUDENT CHARACTERISTICS FALL QUARTER 1980

HISTORY

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	5713	89%	6%	14	82%	53%	24
Peninsula	69	97	--	14	83	46	24
Grays Harbor	205	92	7	15	86	48	24
Olympic	321	70	5	12	57	63	24
Skagit Valley	261	87	6	14	68	52	27
Everett	308	82	8	13	78	51	23
Edmonds	168	87	3	15	100	50	22
Seattle Central	269	81	4	13	79	48	27
Seattle North	174	83	7	13	86	53	24
Seattle South	103	95	1	15	100	58	23
Shoreline	439	90	4	15	94	52	21
Bellevue	210	90	9	13	91	51	24
Highline	326	72	10	12	83	44	24
Green River	302	78	6	14	82	56	22
Ft. Steilacoom	462	87	7	14	87	61	23
Centralia	251	89	1	13	64	51	24
Lower Columbia	165	87	4	15	97	55	22
Clark	187	63	7	14	90	53	21
Wenatchee Valley	98	89	9	15	88	52	22
Yakima Valley	182	65	4	15	88	56	24
Spokane	180	87	5	15	94	46	24
Spokane Falls	418	93	7	15	85	53	24
Big Bend	45	80	20	16	100	58	26
Columbia Basin	136	87	1	16	87	50	25
Walla Walla	108	89	6	16	76	66	25
Whatcom	94	86	6	13	--	53	23
Tacoma	232	83	3	14	81	47	28

Table 2 - G - 81

STUDENT CHARACTERISTICS FALL QUARTER 1981

HISTORY

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	5336	85%	7%	14	86%	55%	23
Peninsula	58	86	7	11	69	48	34
Grays Harbor	143	87	11	17	100	52	21
Olympic	143	72	6	14	94	57	21
Skagit Valley	191	87	3	15	73	70	25
Everett	263	79	10	14	81	56	25
Edmonds	174	85	3	14	100	49	22
Seattle Central	208	86	6	14	100	55	24
Seattle North	151	66	14	14	100	54	24
Seattle South	87	90	10	16	100	61	25
Shoreline	373	90	7	15	94	58	22
Bellevue	266	91	8	14	100	53	23
Highline	397	79	13	13	85	48	24
Green River	300	78	5	13	84	56	21
Ft. Stellacoom	495	92	4	11	60	60	24
Centralia	170	90	2	15	92	50	22
Lower Columbia	167	86	8	16	93	56	25
Clark	223	54	19	14	93	56	23
Wenatchee Valley	115	90	5	15	94	56	23
Yakima Valley	255	92	5	15	94	55	22
Spokane	163	79	4	15	97	49	23
Spokane Falls	369	96	2	15	91	49	23
Big Bend	61	77	20	16	92	57	23
Columbia Basin	130	95	3	16	100	57	21
Walla Walla	130	91	5	14	82	68	25
Whatcom	127	89	5	12	--	48	25
Tacoma	175	92	4	15	98	65	25

Table 2 - H - 79

STUDENT CHARACTERISTICS FALL QUARTER 1979

HUMANITIES & SOCIAL SCIENCE

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	840	82%	9%	14	77%	45%	26
Peninsula	105	75	13	15	100	42	25
Grays Harbor	--	--	-	--	--	--	--
Olympic	42	81	10	16	100	38	24
Skagit Valley	54	83	6	18	100	37	27
Everett	43	100	--	2	--	40	18
Edmonds	--	--	--	--	--	--	--
Seattle Central	--	--	--	--	--	--	--
Seattle North	--	--	--	--	--	--	--
Seattle South	--	--	--	--	--	--	--
Shoreline	8	100	--	14	100	38	37
Bellevue	32	81	3	14	100	59	26
Highline	21	90	--	14	100	48	23
Green River	20	95	5	15	100	85	22
Ft. Steilacoom	5	80	--	11	20	80	30
Centralia	47	89	4	5	11	45	37
Lower Columbia	--	--	--	--	--	--	--
Clark	--	--	--	--	--	--	--
Wenatchee Valley	77	90	5	17	86	66	23
Yakima Valley	71	54	11	18	96	41	24
Spokane	16	81	19	16	63	41	28
Spokane Falls	80	74	25	14	54	36	32
Big Bend	--	--	--	--	--	--	--
Columbia Basin	119	87	8	13	74	29	31
Walla Walla	65	82	8	20	98	68	20
Whatcom	16	94	6	15	--	38	25
Tacoma	19	95	--	17	100	32	25

Table 2 - H - 80

STUDENT CHARACTERISTICS FALL QUARTER 1980
HUMANITIES & SOCIAL SCIENCE

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE ACE
SYSTEM	1151	83%	9%	13	73%	43%	27
Peninsula	82	88	10	14	100	41	25
Grays Harbor	--	--	-	--	--	--	--
Olympic	83	78	10	14	71	58	26
Skagit Valley	53	91	4	17	100	46	28
Everett	1	100	--	1	--	--	*
Edmonds	2	100	--	13	50	--	39
Seattle Central	--	--	--	--	--	--	--
Seattle North	--	--	--	--	--	--	--
Seattle South	--	--	--	--	--	--	--
Shoreline	--	--	--	--	--	--	--
Bellevue	10	70	20	9	100	30	26
Highline	33	88	6	13	100	42	22
Green River	33	97	--	15	100	61	21
Ft. Steilacoom	2	100	--	6	50	100	40
Centralia	27	93	--	5	--	22	38
Lower Columbia	--	--	--	--	--	--	--
Clark	61	36	23	10	46	46	30
Wenatchee Valley	65	89	9	16	75	56	22
Yakima Valley **	87	74	3	2	7	--	34
Spokane	42	71	17	14	64	35	29
Spokane Falls	270	85	14	15	90	48	25
Big Bend	--	--	--	--	--	--	--
Columbia Basin	109	90	1	13	77	39	27
Walla Walla	32	91	3	18	100	41	24
Whatcom	50	92	6	13	--	62	27
Tacoma	109	81	6	13	80	42	27

* Unrecorded

** Invalid because data includes enrollments in courses not included in humanities.

Table 2 - H - 81

STUDENT CHARACTERISTICS FALL QUARTER 1981
HUMANITIES & SOCIAL SCIENCE

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	1171	79%	7%	13	76%	49%	26
Peninsula	92	78	7	15	100	45	23
Grays Harbor	39	92	--	17	100	36	23
Olympic	107	81	14	12	51	60	32
Skagit Valley	30	83	10	17	100	63	22
Everett	61	2	--	--	--	60	17
Edmonds	22	77	14	10	100	43	25
Seattle Central	--	--	--	--	--	--	--
Seattle North	--	--	--	--	--	--	--
Seattle South	--	--	--	--	--	--	--
Shoreline	--	--	--	--	--	--	--
Bellevue	13	85	15	13	100	54	25
Highline	34	88	12	15	100	44	23
Green River	30	93	7	15	100	80	21
Ft. Steilacoom	4	75	25	3	25	25	32
Centralia	16	94	--	12	69	56	31
Lower Columbia	24	50	29	16	100	58	25
Clark	22	32	41	14	86	50	31
Wenatchee Valley	72	92	3	17	74	50	23
Yakima Valley	--	--	--	--	--	--	--
Spokane	41	59	20	15	100	15	30
Spokane Falls	223	94	4	15	100	50	24
Big Bend	--	--	--	--	--	--	--
Columbia Basin	119	91	2	14	76	43	27
Walla Walla	60	90	8	12	63	67	28
Whatcom	54	93	2	13	--	43	25
Tacoma	108	93	4	12	72	40	29

Table 2 - I - 79

STUDENT CHARACTERISTICS FALL QUARTER 1979

LITERATURE

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	2083	80%	10%	14	80%	41%	26
Peninsula	45	87	7	12	69	29	26
Grays Harbor	16	100	--	15	100	50	26
Olympic	110	81	15	14	75	50	27
Skagit Valley	105	89	1	12	42	47	31
Everett	47	87	6	13	68	43	27
Edmonds	102	93	3	14	85	47	27
Seattle Central	60	95	3	14	100	35	27
Seattle North	62	84	2	14	81	34	27
Seattle South	28	96	4	14	100	35	26
Shoreline	95	92	6	14	86	44	26
Bellevue	173	78	7	14	90	38	23
Highline	96	95	1	12	84	29	25
Green River	51	84	14	15	100	49	22
Ft. Steilacoom	94	81	14	15	90	38	23
Centralia	93	95	3	15	86	48	22
Lower Columbia	11	55	27	14	100	27	24
Clark	130	53	20	14	86	33	23
Wenatchee Valley	14	100	--	13	64	7	27
Yakima Valley	35	65	--	11	69	37	31
Spokane	116	59	9	14	76	45	25
Spokane Falls	295	78	21	16	84	49	23
Big Bend	25	80	4	4	20	22	41
Columbia Basin	120	87	3	14	82	36	29
Walla Walla	112	49	18	17	75	47	27
Whatcom	29	97	--	16	--	38	26
Tacoma	19	79	16	15	100	32	26

Table 2 - I - 80

STUDENT CHARACTERISTICS FALL QUARTER 1980

LITERATURE

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	2282	82%	7%	14	81%	41%	25
Peninsula	44	89	5	12	77	41	28
Grays Harbor	27	96	--	14	100	30	28
Olympic	83	90	4	15	99	40	23
Skagit Valley	123	89	2	11	45	44	29
Everett	42	93	5	15	100	29	26
Edmonds	62	92	6	14	100	41	22
Seattle Central	157	82	4	15	100	43	24
Seattle North	75	89	4	12	80	40	25
Seattle South	44	91	7	16	100	36	24
Shoreline	138	91	6	15	96	43	23
Bellevue	156	93	3	14	100	33	23
Highline	93	90	6	12	70	35	24
Green River	78	94	4	15	100	40	23
Ft. Steilacoom	52	81	10	16	92	35	23
Centralia	110	90	1	12	54	39	25
Lower Columbia	10	100	--	16	100	20	31
Clark	265	47	17	12	76	38	26
Wenatchee Valley	16	94	--	11	38	25	30
Yakima Valley	66	65	6	13	64	38	26
Spokane	139	65	3	15	81	41	25
Spokane Falls	171	94	6	14	75	47	24
Big Bend	29	72	28	14	66	34	29
Columbia Basin	122	83	5	14	74	50	24
Walla Walla	118	77	16	17	91	53	24
Whatcom	26	100	--	15	--	58	24
Tacoma	36	81	11	14	78	39	26

Table 2 - I - 81

STUDENT CHARACTERISTICS FALL QUARTER 1981

LITERATURE

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	2413	81%	10%	13	82%	42%	24
Peninsula	12	92	8	15	100	50	25
Grays Harbor	9	89	11	17	100	44	26
Olympic	59	80	3	12	85	36	26
Skagit Valley	129	84	1	13	55	37	27
Everett	45	78	11	15	100	49	23
Edmonds	100	84	5	12	72	36	23
Seattle Central	94	65	14	14	100	43	23
Seattle North	86	85	7	12	78	45	27
Seattle South	54	93	6	15	100	48	23
Shoreline	176	85	9	17	94	48	23
Bellevue	197	92	6	12	85	37	24
Highline	167	84	13	13	80	37	23
Green River	89	89	9	15	100	37	22
Ft. Steilacoom	115	83	10	12	82	45	23
Centralia	47	89	2	16	98	48	22
Lower Columbia	18	94	6	16	100	31	23
Clark	229	45	33	13	94	42	23
Wenatchee Valley	24	100	--	16	54	33	26
Yakima Valley	85	88	5	12	65	46	25
Spokane	124	56	6	14	80	45	24
Spokane Falls	146	96	3	16	92	38	23
Big Bend	38	89	11	13	74	16	32
Columbia Basin	115	88	4	13	71	43	28
Walla Walla	167	80	15	15	82	48	27
Whatcom	1	100	--	6	--	--	20
Tacoma	49	90	2	13	78	40	21

Table 2 - J - 79

STUDENT CHARACTERISTICS FALL QUARTER 1979

MUSIC HISTORY & APPRECIATION

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	1273	85%	9%	16	90%	56%	24
Peninsula	34	95	6	9	56	41	44
Grays Harbor	21	86	14	15	100	43	23
Olympic	--	--	--	--	--	--	--
Skagit Valley	53	89	2	15	83	63	26
Everett	43	98	27	18	100	50	22
Edmonds	43	98	--	16	100	53	23
Seattle Central	82	91	6	16	100	53	25
Seattle North	41	95	2	14	100	49	25
Seattle South	20	95	5	17	100	58	24
Shoreline	148	89	7	16	100	61	21
Bellevue	--	--	--	--	--	--	--
Highline	67	96	1	14	100	70	21
Green River	10	50	50	15	100	70	20
Ft. Steilacoom	79	90	5	15	85	65	26
Centralia	100	95	2	15	73	52	24
Lower Columbia	17	47	53	16	100	47	29
Clark	48	50	13	12	67	58	27
Wenatchee Valley	48	96	--	16	73	43	23
Yakima Valley	65	83	3	17	95	49	24
Spokane	32	69	13	17	100	48	25
Spokane Falls	132	72	28	16	95	53	23
Big Bend	8	75	25	17	100	25	19
Columbia Basin	94	91	3	18	100	56	22
Walla Walla	15	33	53	18	100	27	25
Whatcom	--	--	--	--	--	--	--
Tacoma	86	93	3	16	77	67	26

Table 2 - J - 80

STUDENT CHARACTERISTICS FALL QUARTER 1980
MUSIC HISTORY & APPRECIATION *

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	1323	85%	7%	16	94%	57%	23
Peninsula	25	96	4	15	100	44	24
Grays Harbor	20	95	--	17	100	45	24
Olympic	--	--	--	--	--	--	--
Skagit Valley	60	97	2	15	87	63	25
Everett	27	81	15	16	100	44	26
Edmonds	37	95	3	16	100	47	24
Seattle Central	117	93	2	16	100	68	24
Seattle North	31	94	--	14	100	61	24
Seattle South	13	92	8	15	100	31	26
Shoreline	136	84	10	15	99	62	21
Bellevue	--	--	--	--	--	--	--
Highline	116	88	6	14	100	62	21
Green River	--	--	--	--	--	--	--
Ft. Steilacoom	82	82	16	15	100	66	24
Centralia	96	91	4	16	86	41	22
Lower Columbia	28	75	11	11	79	46	24
Clark	47	49	15	15	83	47	24
Wenatchee Valley	45	89	2	14	56	57	24
Yakima Valley	64	67	3	17	100	61	25
Spokane	34	76	--	14	100	25	27
Spokane Falls	117	88	12	16	100	51	23
Big Bend	16	88	12	18	56	22	19
Columbia Basin	102	88	4	18	100	56	22
Walla Walla	33	67	27	20	100	42	26
Whatcom	19	100	--	11	--	47	24
Tacoma	58	90	3	16	100	79	25

Includes data on students enrolled in courses not included within humanities.

Table 2 - J - 81

STUDENT CHARACTERISTICS FALL QUARTER 1981

MUSIC HISTORY & APPRECIATION *

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	1380	87%	8%	15	91%	55%	24
Peninsula	38	95	3	9	58	39	44
Grays Harbor	14	86	7	18	100	21	22
Olympic	--	--	--	--	--	--	--
Skagit Valley	72	89	6	15	78	52	27
Everett	38	87	5	16	100	50	24
Edmonds	36	97	--	16	100	54	21
Seattle Central	70	79	13	16	100	63	24
Seattle North	31	90	--	14	100	48	25
Seattle South	26	85	12	15	100	52	27
Shoreline	138	86	11	16	100	57	21
Bellevue	22	86	14	14	100	57	20
Highline	126	72	21	15	100	65	22
Green River	--	--	--	--	--	--	--
Ft. Steilacoom	58	90	5	10	69	71	23
Centralia	103	94	1	15	84	45	25
Lower Columbia	21	81	10	15	100	43	27
Clark	51	51	24	15	100	51	27
Wenatchee Valley	27	96	4	15	70	59	25
Yakima Valley	67	93	4	16	100	57	22
Spokane	32	84	3	16	100	38	25
Spokane Falls	135	94	1	16	93	51	24
Big Bend	15	80	13	15	93	47	24
Columbia Basin	105	95	3	17	100	54	21
Walla Walla	28	75	21	10	64	50	26
Whatcom	11	91	9	12	--	64	25
Tacoma	116	91	7	15	89	66	24

*Includes data on students enrolled in courses not included within humanities.

Table 2 - K - 79

STUDENT CHARACTERISTICS FALL QUARTER 1979

PHILOSOPHY

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	2539	83%	8%	14	85%	53%	25
Peninsula	16	100	--	17	100	63	24
Grays Harbor	33	100	--	16	100	52	25
Olympic	87	84	12	13	76	53	27
Skagit Valley	104	77	7	14	69	58	27
Everett	62	89	11	14	65	73	25
Edmonds	39	90	--	12	54	50	25
Seattle Central	114	95	1	13	78	59	25
Seattle North	151	86	5	13	85	46	27
Seattle South	35	100	--	11	86	50	29
Shoreline	247	94	4	16	100	56	21
Bellevue	169	83	4	13	91	46	24
Highline	169	96	1	14	80	48	23
Green River	191	95	4	15	93	45	22
Ft. Steilacoom	141	77	17	14	72	51	28
Centralia	69	91	1	13	64	48	28
Lower Columbia	71	70	23	15	100	42	25
Clark	117	52	21	16	85	65	24
Wenatchee Valley	25	92	4	17	100	60	23
Yakima Valley	73	63	8	16	100	62	26
Spokane	121	68	4	15	80	50	26
Spokane Falls	175	78	22	15	90	55	24
Big Bend	10	100	--	17	100	50	22
Columbia Basin	48	83	2	14	79	33	25
Walla Walla	131	62	9	18	77	68	24
Whatcom	19	95	--	14	--	68	25
Tacoma	122	83	7	14	100	50	26

Table 2 - K - 80

STUDENT CHARACTERISTICS FALL QUARTER 1980

PHILOSOPHY

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	2730	86%	8%	15	87%	54%	24
Peninsula	31	97	3	17	100	61	22
Grays Harbor	--	--	--	--	--	--	--
Olympic	119	78	8	14	67	57	28
Skagit Valley	134	87	6	15	63	54	26
Everett	49	88	6	13	84	47	28
Edmonds	65	94	5	16	100	54	24
Seattle Central	105	90	3	14	77	59	26
Seattle North	129	95	2	14	100	48	26
Seattle South	78	90	10	12	100	53	28
Shoreline	289	93	4	15	92	52	23
Bellevue	181	92	8	14	100	55	22
Highline	218	90	8	14	87	50	23
Green River	196	94	4	14	90	55	23
Ft. Steilacoom	109	81	15	14	73	47	24
Centralia	48	92	--	11	60	52	28
Lower Columbia	76	84	11	16	100	59	23
Clark	102	38	17	15	89	54	25
Wenatchee Valley	39	79	21	17	100	54	23
Yakima Valley	70	76	4	16	93	61	26
Spokane	97	71	11	16	100	46	24
Spokane Falls	210	86	14	14	88	58	24
Big Bend	20	85	15	17	100	55	25
Columbia Basin	23	83	--	16	100	61	23
Walla Walla	179	87	11	18	80	72	23
Whatcom	28	93	7	14	--	50	26
Tacoma	135	87	5	13	100	43	27

Table 2 - K - 81

STUDENT CHARACTERISTICS FALL QUARTER 1981

PHILOSOPHY

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	2684	85%	9%	14	86%	53%	24
Peninsula	14	93	7	15	100	57	24
Grays Harbor	33	70	15	11	30	42	29
Olympic	100	78	14	16	100	51	25
Skagit Valley	52	90	6	14	60	50	30
Everett	56	84	14	15	100	59	23
Edmonds	74	93	3	15	100	42	25
Seattle Central	95	91	9	14	100	49	25
Seattle North	114	82	7	14	100	49	27
Seattle South	52	94	6	14	100	47	27
Shoreline	319	92	5	15	93	49	22
Bellevue	224	85	15	13	89	56	23
Highline	210	82	16	14	76	50	24
Green River	188	87	9	15	87	55	22
Ft. Steilacoom	163	85	9	8	41	61	25
Centralia	59	88	3	14	61	48	26
Lower Columbia	61	75	16	16	100	42	24
Clark	117	41	29	14	90	58	24
Wenatchee Valley	38	95	--	16	100	58	22
Yakima Valley	85	87	12	15	100	49	24
Spokane	92	77	13	16	100	46	25
Spokane Falls	131	98	2	15	87	53	24
Big Bend	19	79	21	18	100	74	25
Columbia Basin	35	89	--	16	100	43	23
Walla Walla	182	89	4	15	83	66	23
Whatcom	24	92	--	15	--	56	23
Tacoma	131	93	5	14	100	44	27

Table 2 - L - 79

STUDENT CHARACTERISTICS FALL QUARTER 1979

POLITICAL SCIENCE

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	1696	78%	9%	14	83%	57%	24
Peninsula	18	100	--	17	100	67	21
Grays Harbor	10	100	--	10	20	40	29
Olympic	82	50	13	9	80	55	31
Skagit Valley	36	86	3	12	42	50	29
Everett	59	92	3	11	63	44	28
Edmonds	49	98	--	16	100	67	22
Seattle Central	112	94	2	16	100	54	25
Seattle North	56	88	9	15	100	54	22
Seattle South	34	88	12	19	100	50	23
Shoreline	89	85	12	16	87	66	21
Bellevue	198	78	6	13	83	60	22
Highline	86	84	12	13	81	52	23
Green River	126	65	17	14	78	48	21
Ft. Steilacoom	168	93	3	16	96	46	20
Centralia	1	100	--	15	100	100	22
Lower Columbia	16	88	6	15	100	69	25
Clark	78	60	15	16	100	63	22
Wenatchee Valley	25	100	--	15	100	78	21
Yakima Valley	58	47	22	15	72	52	27
Spokane	30	90	7	17	100	78	24
Spokane Falls	85	85	15	15	79	64	24
Big Bend	53	77	19	13	66	57	25
Columbia Basin	63	73	14	16	100	56	21
Walla Walla	19	47	--	20	53	84	24
Whatcom	35	74	--	12	--	54	28
Tacoma	110	55	8	13	74	59	28

Table 2 - L - 80

STUDENT CHARACTERISTICS FALL QUARTER 1980

POLITICAL SCIENCE

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	2155	81%	9%	14	85%	60%	23
Peninsula	33	97	--	9	58	42	39
Grays Harbor	31	94	3	16	100	50	20
Olympic	75	65	8	12	49	59	24
Skagit Valley	54	85	4	12	44	50	28
Everett	82	84	10	13	70	68	23
Edmonds	48	85	8	15	100	57	21
Seattle Central	118	86	4	15	100	56	24
Seattle North	92	83	7	14	100	57	24
Seattle South	75	88	9	16	100	79	25
Shoreline	118	87	9	15	100	61	21
Bellevue	255	91	8	14	93	62	21
Highline	92	73	24	15	100	54	20
Green River	134	81	10	13	88	59	21
Ft. Steilacoom	206	89	4	13	69	52	23
Centralia	--	--	--	--	--	--	--
Lower Columbia	27	81	7	16	100	56	24
Clark	150	53	15	15	83	62	23
Wenatchee Valley	57	86	2	14	68	61	24
Yakima Valley	67	69	15	16	96	64	26
Spokane	37	81	11	15	100	58	23
Spokane Falls	108	93	7	16	100	61	22
Big Bend	23	52	48	18	100	83	24
Columbia Basin	94	81	3	17	100	68	22
Walla Walla	11	91	9	18	100	45	23
Whatcom	53	89	--	13	--	58	24
Tacoma	115	52	6	14	92	61	26

Table 2 - L - 81

STUDENT CHARACTERISTICS FALL QUARTER 1981

POLITICAL SCIENCE

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	2102	80%	11%	14	88%	60%	23
Peninsula	20	85	10	15	100	70	22
Grays Harbor	26	92	8	16	100	65	21
Olympic	68	75	13	15	99	63	22
Skagit Valley	52	90	--	9	27	38	39
Everett	110	79	15	11	55	63	27
Edmonds	67	90	6	14	73	62	22
Seattle Central	107	87	5	14	100	63	24
Seattle North	87	78	7	14	100	47	23
Seattle South	56	93	7	15	100	63	25
Shoreline	113	88	11	16	100	77	22
Bellevue	214	89	11	14	100	64	22
Highline	96	66	31	16	100	44	22
Green River	148	74	15	13	80	62	22
Ft. Steilacoom	186	90	5	15	80	39	22
Centralia	--	--	--	--	--	--	--
Lower Columbia	20	85	5	17	100	65	22
Clark	101	44	39	14	92	73	23
Wenatchee Valley	16	88	6	10	38	69	24
Yakima Valley	81	63	36	15	100	60	24
Spokane	39	79	13	15	100	53	22
Spokane Falls	120	98	1	16	100	51	22
Big Bend	19	89	5	17	100	74	21
Columbia Basin	93	79	8	18	100	65	22
Walla Walla	23	96	--	18	96	70	27
Whatcom	54	85	--	13	--	57	27
Tacoma	186	69	7	15	98	69	23

Table 2 - M - 79

STUDENT CHARACTERISTICS FALL QUARTER 1979

SOCIAL SCIENCE

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	1049	64%	10%	10	72%	42%	31
Peninsula	--	--	--	--	--	--	--
Grays Harbor	--	--	--	--	--	--	--
Olympic	15	87	13	14	100	27	26
Skagit Valley	99	68	2	10	42	24	34
Everett	17	71	29	14	76	35	32
Edmonds	2	50	--	8	100	100	26
Seattle Central	84	48	10	10	60	39	31
Seattle North	74	70	5	8	86	38	45
Seattle South	--	--	--	--	--	--	--
Shoreline	74	80	9	16	100	33	23
Bellevue	20	100	--	13	65	25	36
Highline	51	88	8	15	100	47	23
Green River	--	--	--	--	--	--	--
Ft. Steilacoom	10	60	--	13	70	20	27
Centralia	102	73	23	16	100	44	23
Lower Columbia	6	100	--	19	100	17	20
Clark	282	16	4	2	54	47	55
Wenatchee Valley	60	77	12	16	100	29	24
Yakima Valley	23	57	13	14	70	48	28
Spokane	7	14	86	19	100	43	25
Spokane Falls	20	60	35	18	100	63	26
Big Bend	--	--	--	--	--	--	--
Columbia Basin	36	64	31	20	100	47	21
Walla Walla	39	46	5	16	--	100	31
Whatcom	--	--	--	--	--	--	--
Tacoma	28	57	7	11	100	36	34

Table 2 - M - 80

STUDENT CHARACTERISTICS FALL QUARTER 1980

SOCIAL SCIENCE

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	956	51%	18%	11	77%	42%	29
Peninsula	--	--	--	--	--	--	--
Grays Harbor	11	55	45	16	100	36	23
Olympic	11	91	--	15	100	9	28
Skagit Valley	57	70	16	10	39	16	31
Everett	12	83	17	14	100	42	22
Edmonds	2	100	--	17	100	50	26
Seattle Central	74	53	14	12	73	43	29
Seattle North	41	39	17	11	66	59	28
Seattle South	2	50	50	15	100	50	23
Shoreline	22	73	18	18	100	27	27
Bellevue	38	84	16	12	55	66	26
Highline	150	85	9	[illegible]	69	35	28
Green River	--	--	--	--	--	--	--
Ft. Steilacoom	11	45	36	16	100	55	27
Centralia	37	65	22	14	100	38	28
Lower Columbia	14	79	14	18	100	43	23
Clark	268	19	1	3	73	40	51
Wenatchee Valley	48	79	17	18	98	79	21
Yakima Valley	23	74	9	11	48	43	30
Spokane	77	3	97	22	100	37	24
Spokane Falls	17	76	24	18	100	56	25
Big Bend	--	--	--	--	--	--	--
Columbia Basin	38	61	34	20	100	53	22
Walla Walla	2	50	--	25	100	*	30
Whatcom	--	--	--	--	--	--	--
Tacoma	1	100	--	10	100	--	56

* Not all students included are enrolled in courses which fall within the humanities.

Table 2 - M - 81

STUDENT CHARACTERISTICS FALL QUARTER 1981

SOCIAL SCIENCE

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	740	45%	15%	10	85%	38%	30
Peninsula	--	--	--	--	--	--	--
Grays Harbor	11	64	36	16	100	18	24
Olympic	13	85	15	13	100	31	24
Skagit Valley	29	69	17	18	86	33	29
Everett	11	82	18	17	100	46	25
Edmonds	--	--	--	--	--	--	--
Seattle Central	15	80	13	15	100	67	24
Seattle North	--	--	--	--	--	--	--
Seattle South	--	--	--	--	--	--	--
Shoreline	13	54	38	15	100	35	22
Bellevue	5	100	--	16	100	40	28
Highline	176	74	21	14	85	40	23
Green River	--	--	--	--	--	--	--
Ft. Steilacoom	14	79	7	13	93	50	25
Centralia	7	100	--	18	100	29	21
Lower Columbia	21	67	29	19	100	67	23
Clark*	330	13	3	2	77	32	62
Wenatchee Valley	5	69	40	18	100	60	23
Yakima Valley	28	79	18	13	100	25	24
Spokane	27	7	93	21	100	81	25
Spokane Falls	14	79	14	18	100	61	26
Big Bend	--	--	--	--	--	--	--
Columbia Basin	--	--	--	--	--	--	--
Walla Walla*	7	57	29	22	100	--	26
Whatcom	5	40	20	15	--	**	**
Tacoma	9	100	--	15	100	50	26

* Not all students included are enrolled in courses which fall within the humanities. reported.

Table 2 - N - 79

STUDENT CHARACTERISTICS FALL QUARTER 1979

SOCIOLOGY

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	5153	72%	14%	14	84%	41%	25
Peninsula	24	96	4	15	100	25	24
Grays Harbor	99	91	3	9	52	62	27
Olympic	128	71	12	13	67	42	25
Skagit Valley	61	69	7	10	36	42	29
Everett	330	55	26	13	75	43	25
Edmonds	143	88	4	13	83	24	28
Seattle Central	219	83	10	13	90	45	26
Seattle North	82	78	13	14	84	53	24
Seattle South	123	89	5	6	94	14	34
Shoreline	437	79	10	15	96	39	22
Bellevue	246	72	13	14	100	49	22
Highline	227	89	6	13	82	40	24
Green River	285	83	14	14	84	44	24
Ft. Steilacoom	268	68	23	14	89	60	24
Centralia	181	82	4	13	65	43	25
Lower Columbia	210	53	16	9	80	15	29
Clark	249	55	12	14	86	30	24
Wenatchee Valley	114	81	9	14	79	36	24
Yakima Valley	208	58	9	15	96	39	23
Spokane	286	62	18	14	85	39	25
Spokane Falls	432	76	24	15	94	41	26
Big Bend	68	78	19	17	100	45	23
Columbia Basin	189	83	5	13	76	37	26
Walla Walla	177	46	10	15	72	66	27
Whatcom	28	93	--	15	--	39	24
Tacoma	339	66	16	14	87	47	25

Table 2 - N - 80

STUDENT CHARACTERISTICS FALL QUARTER 1980

SOCIOLOGY

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	6028	72%	14%	14	84%	41%	25
Peninsula	42	74	19	14	100	24	21
Grays Harbor	202	96	2	6	37	64	32
Olympic	142	77	11	14	80	40	26
Skagit Valley	113	72	11	13	50	38	28
Everett	407	58	17	13	79	44	25
Edmonds	111	92	2	14	89	48	23
Seattle Central	254	76	13	14	91	47	26
Seattle North	171	85	9	13	85	44	24
Seattle South	191	88	11	6	86	11	32
Shoreline	481	76	14	15	92	39	22
Bellevue	312	78	16	13	88	41	22
Highline	249	73	11	13	87	30	25
Green River	267	83	15	15	90	52	22
Ft. Steilacoom	410	67	22	14	77	51	26
Centralia	246	78	8	13	62	44	25
Lower Columbia	177	66	20	12	100	21	27
Clark	260	44	10	14	94	33	24
Wenatchee Valley	133	70	15	15	89	32	24
Yakima Valley	254	56	11	17	100	44	24
Spokane	328	63	11	14	86	40	24
Spokane Falls	411	85	15	15	96	43	25
Big Bend	72	79	8	16	89	48	24
Columbia Basin	145	77	4	13	73	42	25
Walla Walla	193	44	44	17	92	33	27
Whatcom	44	89	5	13	--	43	26
Tacoma	383	65	15	14	92	41	26

Table 2 - N - 81

STUDENT CHARACTERISTICS FALL QUARTER 1981

SOCIOLOGY

	UNDUPLIC. HEADCOUNT	TRANSFER/ GENERAL STUDIES %	OCCUP. PREP. %	AVERAGE CREDIT LOAD	D-O-C %	MALE %	AVERAGE AGE
SYSTEM	5280	73%	14%	14	86%	44%	24
Peninsula	23	52	30	14	100	22	25
Grays Harbor	46	91	9	16	100	49	23
Olympic	221	82	11	14	81	56	24
Skagit Valley	103	85	8	13	60	34	27
Everett	368	57	19	13	80	44	25
Edmonds	119	76	7	12	65	34	26
Seattle Central	210	81	13	14	91	41	24
Seattle North	125	84	9	14	100	43	23
Seattle South	41	88	12	13	100	49	26
Shoreline	457	71	12	14	91	36	22
Bellevue	271	80	12	14	100	42	22
Highline	241	80	16	14	80	37	23
Green River	247	75	19	15	86	52	21
Ft. Steilacoom	318	68	23	12	73	49	22
Centralia	192	84	7	15	86	36	24
Lower Columbia	144	63	13	16	100	39	22
Clark	292	48	23	13	93	38	25
Wenatchee Valley	95	78	9	15	96	49	23
Yakima Valley	181	72	20	15	100	43	24
Spokane	287	54	17	14	87	46	24
Spokane Falls	530	93	6	14	87	38	25
Big Bend	60	82	18	18	100	58	22
Columbia Basin	120	93	2	15	78	50	22
Walla Walla	154	65	9	12	74	61	25
Whatcom	67	90	4	13	—	53	24
Tacoma	329	69	15	15	100	49	23

APPENDIX A

HEGIS GROUPINGS

For the sake of the Humanities Project, HEGIS groupings and instructional effort codes are to be considered as the same thing. They are divided into two major categories: Academic and Vocational. Each category is divided into sub-categories identified by a four-digit number series. Sub-categories are listed in 100 unit groupings and within the sub-category groups, disciplines are listed which, by definition, fall within the larger groupings.

The lowest groupings are not always compatible with NEH jurisdictional limits and specific courses have been deleted as required to provide a high degree of compatibility with NEH definitions. The groupings used to derive the data presented in this book are as follows:

1. Academic

 a. 0100 Series: Agriculture and Natural Resources - Includes all courses in agriculture and forestry intended primarily for general education or transfer purposes. Vocational courses in these areas should be coded in the 5400 series.

 None.

 b. 0200 Series: Architecture and Environmental Design - This series is designed for those interested in learning about or planning professional careers in the areas of: designing buildings, parks, recreation areas, and other man-made aspects of the physio-social environment.

 None.

 c. 0400 Series: Biological Sciences - All subjects associated with the sciences of life or living matter.

 None.

 d. 0500 Series: Business and Management - Includes courses related to the organization, operation, administration, and control of private and public business organizations.

 None.

e. 0600 Series: Communications - Courses related to collection, preparation, presentation, and distribution of ideas intended for popular consumption through the mass media.

None.

f. 0700 Series: Computer and Information Sciences - Include subject areas in the understanding of data processing, design of computer programs and application of computer capabilities.

None.

g. 0800 Series: Education - Courses related to preparing teachers for public schools and colleges--only where a baccalaureate degree is the goal. Also courses related to the administration of public schools and colleges.

None.

h. 0900 Series: Engineering - Include courses related to the practical application of scientific knowledge to control and use the natural environment.

None.

i. 1000 Series: Fine and Applied Arts - Courses related to the appreciation and creation of diverse modes of human expression both visual and non-visual.

1. 1003 Art History and Appreciation.
2. 1006 Music History and Appreciation.

j. 1100 Series: Foreign Languages - Courses related to acquiring a mastery of a language other than English.

1. 1101 Foreign Language, General - Code all courses regardless of language being taught. (DO NOT code foreign culture studies here--use 2200s.)

k. 1200 Series: Health Professions: - Include health courses related to an understanding and introduction to areas which may lead to professional careers in health occupations.

None.

l. 1300 Series: Home Economics - Theory and practice of home care including science of foods, home decoration, home management and child care. This series is reserved for general education purposes where classes are for prospective teachers of home economics, or when classes are to be used primarily as fulfilling general education requirements.

None.

m. 1500 Series: Letters - Courses related to the appreciation and understanding of the English language and literature and the development of creative skills in using the language. Also courses related to an understanding of value systems of various cultures--both historical and modern.

1. 1502 Literature, English and American, Gen. Fiction, Poetry
2. 1503 Comparative Literature: World Literature, Literature of any Foreign Culture
3. 1504 Classics
4. 1508 Teaching English as a Foreign Language (transfer level)
5. 1509 Philosophy: Include any courses in religion or religious literature

n. 1600 Series: Library Science- Courses related to understanding the development and organization of libraries. (Courses related to developing library skills should be coded in 5504.

None.

o. 1700 Series: Mathematics - Science of numbers and space configuration and their operation, measurement, relationships and abstractions.

None.

p. 1800 Series: Military Sciences - Include all subjects unique to the understanding or career development in one of the branches of the military.

None.

q. 1900 Series: Physical Sciences - Courses related to the basic nature of matter and energy.

None.

r. 2000 Series: Psychology - Courses relating to the nature, functions, and capabilities of the mind.

None.

s. 2100 Series: Public Affairs & Services - Courses relating to developing and improving competencies in the management and operation of government agencies.

None.

t. 2200 Series: Social Sciences - Courses related to all aspects of human culture--the behavior, interaction, organization, history of mankind.

1. 2201 Social Science, General: Individualized Activities, Leadership, Development, Student Government, Society and Technology, Citizenship.
2. 2202 Anthropology
3. 2205 History
4. 2206 Geography
5. 2207 Political Science and Government: International Relations
6. 2208 Sociology: Criminology, Demography, Urban Studies, Social Issues, Women's Studies, The Family, Social Change, Racial Groups in America
7. 2211 Afro-American Studies
8. 2212 American Indian Studies
9. 2213 Mexican-American Studies
10. 2216 Asian-American Studies
11. 2217 Foreign Cultures: Asian Culture, Latin American Customs, African Culture

u. 2400 Series: Health Education and Physical Education - Courses related to the safety and preservation of human life through knowledge and application of principles of health, physical activity and recreation.

None.

v. 2500 Series: Pre-College Studies - Courses designed for students who wish to complete Adult Basic Education and high school equivalency.

None.

w. 4900 Series: Interdisciplinary Studies - Courses which combine two or more subject areas without primary concentration on any one area.

4903 Humanities and Social Science

2. Vocational

None.

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